

The Bachelor - changes in performance and quality of studying? Empirical evidence in international comparison: III. International Workshop November 2009

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Tino Bargel, Monika Schmidt, Holger Bargel (Ed.)

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Quality of Studying?
Empirical Evidence in International Comparison**
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Arbeitsgruppe Hochschulforschung, Universität Konstanz, März 2010

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Introduction to the Documentation of the International Workshop

As in the preceding years, it was the aim of our third international workshop to bring together a number of relevant European research groups in Higher Education, so as to build cooperation and to exchange experiences and proposals in the development of Higher Education in Europe.

The main topic of the 2009 workshop pertains to European students in every region: the state of implementation of the new study structures in the European Higher Education Area (EHEA). From the research point of view the aim was to assemble empirical results concerning the Bachelor studies and the outcomes at the threshold of 2010 – the year that the implementation of the Bologna Process should be completed in all countries involved.

For two days, 24 researchers from eight European countries came together at the University of Konstanz to present results of their investigations on the state of implementation of Bachelor programs. In the center of their common interest are the experiences and judgments of students in the different fields of study. The main questions are: Which are the consequences of the new structure and conditions for the students? Do they profit from an improvement of the course situation and of the implementation of modules, ECTS and international exchange? Which are the advantages and disadvantages they feel confronted within their every day life as a student with regard to their employment outlooks?

This international cooperation was initiated by FREREF (Fondation des Régions Européennes pour la Recherche en Education et en Formation). A special network is the Réseau Uni 21 that brings together researchers in Higher Education from mainly three regions: Catalonia, Rhône-Alpes and Baden-Württemberg. The impetus of this network is the conviction that the harmonization of the European study area demands close cooperation on the level of the regions and more particular on the level of research institutes. Therefore, it has been the aim of Réseau Uni 21 from the outset to promote the exchange of research results and analyses as the empirical base for further development. This effort is combined with the perspective to implement joint investigations and thus to establish a European data base for comparisons of the study situation at higher education institutions in the different regions. This association of researchers, who cooperate in an open structure, is called ISSUE: International Student Surveys at Universities in Europe.

In the center of this workshop was our interest to gather some relevant information about the state of implementation and the acceptance of the Bachelor's degree in several participating European Countries namely in Austria, Switzerland, France, Spain, Italy, Lithuania, Ukraine, Luxembourg and Germany.

Most participants have already some tradition of joining this yearly workshop in Konstanz. But as every year it is a great pleasure to welcome some new researchers in this circle. This time the organizer was proud to receive Dr. Peter A. Zervakis as representative from the HRK (German Rectors' Conference) and the director of its Bologna-Center. In his introductory lecture he describes not only the background and implementation process of the Bachelor in Germany but also the current state of discussions and perspectives in this country.

Helmut Guggenberger pointed to the Austrian experiences with the Bachelor. Josep Masjuan presented the results from a pilot project in Barcelona: students' experiences with the new study structure. The colleagues in Grenoble introduced results from the second wave of their survey; in particular with regard to the issue of quality and inequality of study and students in Rhône-Alpes. Very interesting were the insights from Ukraine concerning the chances at the labor market that were presented by Andrii Gorbachyk from the National Taras Shevchenko University in Kyiv.

Jean-François Stassen from the Observatoire de la vie étudiante of the University of Geneva gave a lecture about the early factors of success and failure of students. With the survey

called "Etudiants 2001" the colleagues of Geneva implemented an instrument quite comparable to the Konstanz survey, so that analogies in methods and results can be found.

Veronique Pelt from the newly founded University of Luxembourg presented a comprehensively developed analysis of the question how the university can assess employability skills. Simply the Best? That was the title of the presentation that was given by René Krempkow in cooperation with Holger Bargel. They elaborated the determinants of further study towards a master degree of the first bachelor graduates in Freiburg and Konstanz.

Volodymyr Sudakov explained the Higher Education system of Ukraine with its developments over the last three years and its adaption to the Bologna system. Last but not least Paul Kellermann from the University of Klagenfurt opened a critical discussion about Higher Education politics in Europe. In his sight, the universities changed from cooperative to competitive institutions with the Bologna process.

The closing lecture of the workshop was given by Ivana Padoan from the University of Venice. Ivana Padoan is the leader of a European project financed by the European Commission and supported by FREREF that examines the transition from university to the labor market, especially for the PhD students. This atelier-project is planning an investigation on PhD students in different European regions.

All the contributions gathered in this documentation are worth to be discussed concerning the advancement of the European Higher Education Area. This documentation may be seen as a compendium giving an overview about investigations on the study situation currently pursued in different European regions. It wants to encourage researches to get into contact, to exchange their research results and to build synergies for further investigations.

Tino Bargel, Monika Schmidt, Holger Bargel

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The Introduction of the Bachelor - intentions, support, questions: perspectives in Germany

AG Hochschulforschung + FREREF Réseau Uni 21

The Bachelor - changes in Performance and Quality of Studying? Empirical Evidence in International Comparison

**III. International Workshop at the University of Konstanz, 12-14 November 2009
Dr. Peter A. Zervakis, Head of the Bologna Centre of the German Rectors' Conference**

Implementing Bologna in Germany is developing into a true "success story"

As of 2009, we can look back on ten years of this unprecedented reform process. The Bologna Agreement of 1999 set forth that after the first qualifying degree, a second one and then doctoral studies shall follow. No other rules or specifications were laid down with regard to the duration or structure of study programmes, education systems or the names of degrees. All other structural guidelines in Germany are a product of *national* politics, meaning they were determined by the federal government in close cooperation with the Germany's 16 State governments. Moreover, in cooperation with the societal "stakeholders", such as the participating institutions of higher education, students, employers, and employee representatives, the Bologna "label" developed into a comprehensive modernisation of study programmes and stands for internationally comparably university degrees. From the outset, the German institutions of higher education have viewed the study reforms from the Bologna Process as the strategic focus of their realignment efforts. They have made the goals of the process their own. What's more, they understand these goals as an opportunity to internationalise their study programmes in a common European Higher Education Area, and to introduce necessary reforms that have long been discussed in the national context. In Germany, the process has expanded from a reform for increasing international mobility to a comprehensive reform of study and teaching that will improve the quality of study programmes profoundly.

So, what has actually been achieved so far? German universities are involved in implementing the new, tiered study programmes. According to the actual statistical data of the German Rectors' Conference, German institutions of higher education offered over 10,400 Bachelor and Master Programmes during the recent Winter Semester. By now, more than 79 percent of all study programmes at German higher education institutions are on Bologna track. The universities have converted more than 76 percent of their entire, comprehensive study offerings (8,595). At the universities of applied sciences, the figure has already reached 96 percent (3,748). And the new study programmes are popular among students, especially beginning students. While, in the meantime, nearly 43% of all students (or 868,276) are in a bachelor or master programme (Winter semester 2008/09), almost three quarters start to study in a tiered programme (73.8%) and the tendency is growing. On the other side, graduation rate is relatively low at 20% because the majority of bachelor and master students have not yet reached final exams.

The implementation of the Bologna process, by comparison, has progressed a great deal in Germany. The universities have taken on major responsibility and are making enormous efforts in the implementation process; and that's no small task given their ongoing, structurally underfinanced teaching apparatus and without additional funding.

National higher education reform is becoming and will remain a continuous political task

We currently have a great opportunity to prepare a generation of academically well educated university graduates for Germany, but we are also very close to wasting that chance. In 1999, the Ministers of Education from the federal and State governments wanted, among other things, renewed study programmes, better support and advisory services, quality as-

surance, fewer university drop-outs, and shorter study durations. The universities took on this sensible challenge, but study reform will not be able to work without additional personnel and financial resources. As of now, the study reform appears to be rigid, bureaucratic, and formalistic, as was concluded at the London Minister Conference in last May.

Bologna can inspire, but why don't the good arguments for the Bologna reforms count for the state-examinations? Up to 35 percent of all students in Germany are in these one-phase study programmes that cannot be changed by the universities alone. Only a few States have begun with the implementation to bachelor and master in teacher education, but with mixed results. For universities, this situation is difficult and slows down the development. The universities are working hard to implement reforms, but they also need partners who support them consistently in the fine-tuning of the different profiles of various types of universities and degrees. Enhanced cooperation with consultants from industry and business for example in the accreditation process has proved beneficial for both sides: business representatives receive easier access to detailed information about study programmes, expand their informal network, and can actively contribute to the design of quality assurance processes at universities. The Universities profit as well from the practical evaluative skills of the consultants from the business sector and get the chance to gear their new study programmes more consistently with the needs of the labour market and student interests. In the long-term, universities will be able to use their autonomy and leverage in study programmes competitively for recruiting the best students, much more so than in the past. This process is not about fortifying a uniform BA-/MA structure, but rather about flexibility and the coexistence of 6, 7 and 8 semester Bachelor as well as 4, 3, and 2 semester master programmes.

Institutions of Higher Education have to strengthen the qualifications profiles and employability of their Bachelor and Master graduates

"Bologna" also means dedication to curricula reform that is geared toward learning results and that requires qualitative changes in teaching. It seems to be taking a while to realize the change in perspective toward the students and toward the skills to be gained in studies. The universities and individual departments need to work more on the quality of teaching in the new bachelor and master study programmes, which are fundamentally linked with the quality of the graduates for various job opportunities.

The profile of higher education must be from the outset knowledge based and research oriented. This makes it necessary that the university graduates gain, in addition to subject related academic qualifications, methodical and soft skills already upon completion of the first qualifying degree, the bachelor. Future employers will look for this in university graduates. The career success of the graduates in turn provides the best proof of Germany's high competitiveness. That is why it is essential to have a quality culture of study and teaching that is concerned with the basic "employability" of university graduates. This is also an important issue for a number of groups: for companies, who rely on solid higher education training of their specialists and future leaders; for students, who depend on gaining key competences and skills to become employable and have career opportunities; for the universities themselves, whose reputation in the future will be determined by the quality of teaching at their institution. If the reform toward study programmes geared toward learning results is to succeed, then close cooperation between institutions of higher education and especially local and regional employers must be expanded.

Employers have a duty to promote the acceptance of bachelor and master graduates in exchange for continuous information on the skills development of the university graduates. The profile of a university degree, one that makes graduates fit for the working world, should also include proof of skills acquisition and training, such as the Diploma Supplement for BA-Graduates. Skills can also be demonstrated through a broad, academic education, through awareness for labour market and working demands, or extra-curricular and interdisciplinary key qualifications (for example, internships with companies, thesis papers on relevant issues, business skills and knowledge of project management, experience abroad and foreign language skills). Other areas include soft skills (such as communication, team playing, flexibility,

persistence) and academic personal development (authenticity, credibility, and character). Academic qualification is shown through a certain, theoretical approach to systematic problem-solving that is not contained in the degrees and training programmes of vocational education (see discussion on the controversial proposal for a future “Bachelor professional”). Consequently, the university Bachelor degree does not pose competition for vocational training schools. Competent university graduates help companies by challenging old patterns of thought and habit and thus adjust them for the demands of a dynamic, international labour market. Innovative, non-consecutive master and or doctoral programmes at universities are attractive building blocks for continuing education and qualification of working individuals as well as opportunities for leadership training.

The employers are finally called on to offer attractive jobs, career and development perspectives for Bachelor and Master graduates and to intensify their cooperation with institutions of higher education, for example through experience transfer, personnel exchanges and common continuing education programmes.

Institutions of Higher Education and the Business sector must be committed together to quality assurance in studies and teaching

Quality assurance in studies and teaching is of central importance for the success of the study reforms. Rigorous quality criteria at universities will have sustainable influence on future competitiveness of the German university graduates, the companies they work for and the universities that educate them. Universities are the one who organize and carry out study programmes and they use external and internal tools for quality assurance. They have also voiced their expertise in the German Rectors’ Conference’s demands for “increased efforts for improving quality of teaching”. The Quality assurance systems must be designed in a sustainable way, throughout the entire universities, and become a leitmotif for the teaching system. Students will only profit from higher teaching quality in the long-term once the necessary structures for quality assurance and further development are established. The goal here, as opposed to competition in research, is to strengthen teaching in the German university system on the whole which should promote excellence by international standard. At the same time, the goals, strategies and measures must accommodate for the diversity of subjects and their specific cultures and they must include other areas such as student advisory services or the Career services.

In addition to strengthening quality-promoting structures and the professionalism of instructors at universities, certain minimum political and financial conditions must be met for the implementation of high-quality and high-value teaching.

Conditions for teaching soft skills in courses of study must be improved

Skills-oriented, career qualifying study programmes entail the fostering of academic and research-oriented quality and personality profiles. However, these programmes cannot be truly implemented on a wide scale basis until the States in Germany provide sufficient funding for teaching and support between teachers and students and flexible legal parameters. And in order to improve the student to teacher ratio and thus the support quality, then changes to the rules and regulations on capacity at universities must be made. This is also in the interest of companies who urgently need high-qualified graduates. Additionally, there is the need for modernised employment and wage agreement laws that allow for performance-based salary and more flexible teaching requirements. In the modern knowledge economy, good teaching is just as important as good research, and moreover, good teaching relies on good research. In a similar way, the success of the study reform must also be empirically grounded in regular surveys of students and graduates by the universities. In accordance with Bologna, study reform means increasing the quality of study. Skills-orientation and gaining career-relevant qualifications are part of the important goals that a “Bologna”-type of reform seeks to attain.

Bologna has galvanized universities’ cooperation with employers

Universities carry the main responsibility for providing their graduates with the knowledge and skills they need for their career path. They need and increasingly receive impulses from

the German business sector, which has entered relevant, dynamic partnerships with the universities. Employer representatives have been in close dialogue with universities concerning the creation of new study programmes and improving employability. Especially smaller and medium sized companies in the surrounding region can provide valuable support and advice to universities, for example, with regard to the skills the company is looking for and what they expect a beginner should be able to do. By now, a large number of company representatives are serving as consultants to University councils and Accreditation agencies, supporting the development of "Career Services" centres, teaching courses at the universities, and offering students and teachers insights into business practice. For the universities, it is a productive experience, being able to exchange with employers about the quality profiles of the study programmes. If such dialogue reveals that, for instance, small and medium-sized companies are looking for more flexible generalists with a broad knowledge base, while large companies look more for specialists with inter-disciplinary experience, then universities have the possibility to increase the attractiveness of their tiered study programmes further and thus strengthen the quality profiles of their graduates. This also means however, that the business sector can also take on more responsibility, for example through more commitment via scholarships and stipends for students. To be sure, close cooperation between universities and companies is worth it for both sides: for the development of dual study programmes, the recognition of achievements in vocational training as university qualification, and the promotion of continuing education of qualified employees, for example in special study programmes.

Bologna requires a great deal of publicity and informative work

Regardless of the fruitful cooperation between companies and universities, in Germany there is still considerable mistrust in many subjects towards the bachelor degree. Some questions in this regard are: What can somebody with a degree that took only three or four years actually do? Which career can he or she enter? Will we lose quality through the tiered study structure?

Not every career, though, requires a five-year university study programme and therefore more flexible study offerings are necessary. For a long time now, companies have been calling for younger graduates who can gain further qualifications in the business practice. The new bachelor degree allows for this possibility and graduates can enter the working world after a few years of study. In order to make this project successful and in order to remove prejudices, companies should become well acquainted with and informed on these study programmes. That way, they can also create suitable career options with corresponding qualification and skill requirements, career development opportunities and appropriate payment scales. Otherwise, the opportunity to make the bachelor into an excellent qualification with cross-subject skills is at risk of failing. In the competition for the best graduates, salaries in the future will not be paid according to type of degree, but rather individual aptitude and performance. The campaign by the Federal Union of German Employer Associations, "More Bachelors and Masters Welcome!", is a step in precisely the right direction. The graduates of accredited bachelor study programmes should bring with them the knowledge, methodical and personal skills needed to adjust to the tasks and need of various companies in a short amount of time. They are particularly suitable for smaller and medium sized companies with a high potential for development (for example as project assistant with cross-over skills in marketing, sales, controlling, research etc.). Structured, and quality, high-valued study programmes are a convincing model for more professional diversity. It is up to the employers, however, to guarantee necessary opportunities for further education and career perspectives. Companies should take advantage of the academic further education possibilities at universities in order to promote their highly qualified staff.

The State of Implementation of Bologna Reforms at German Institutions of Higher Education: Successes and Recommendations for Further Development

Dr. Peter A. Zervakis, Bologna Centre of the German Rectors' Conference (HRK)

Bologna represents the most comprehensive and profound higher education reform of the last decades. It challenges European universities and universities of applied sciences at a time where the percentage of the population seeking higher education degrees is increasing continuously, the higher education institutions are taking on ever more diverse and demanding tasks, while simultaneously, however, the budget and especially state financing cannot keep up pace with the growing demands.

By now, German higher education institutions have adapted nearly 80 percent of their degree programmes to the new tiered Bachelor/Master structure. In addition to the theological degrees, there are few remaining exceptions. These include "older" degree programmes, in particular the subjects completed by a state examination (e.g. law, medicine), which do not fall under the sole responsibility of the universities. Meanwhile, almost three-fourths of all beginning students are matriculated in the new degree programmes. Universities have succeeded in making their study offerings more internationally comparable and gearing their curricula and teaching more toward the student perspective.

Yet, it is still too early for an empirically sound assessment on the implementation of the Bologna Process in Germany. This is due to the fact that it will still be a few years until the first larger classes of Bachelor and Master students graduate from their programmes. Nevertheless, an intermediary assessment can be reached, which reveals quite encouraging trends:

1. Successes

There have been many visible, positive results in the implementation process:

- The consistent orientation toward skills and learning outcomes as well as student-centred teaching in the degree programmes has contributed to a significant reduction in the dropout rates in a number of disciplines. This has been particularly noticeable in the humanities, cultural and social sciences. There has also been a positive trend among disciplines with stagnating dropout rates as in the natural and engineering sciences. In contrast to the traditional degree programmes, students are recognizing earlier, often in the first semesters, whether their choice of major "fits" or not. Indeed, the educational backgrounds of students have become more diverse and this trend will continue. As a result, the early phase of studies is becoming increasingly critical in order to provide motivated students with the possibility to overcome any deficits.
- Scholarly teaching has also gained in importance. Whereas teaching subject-related knowledge was the focus of many disciplines previously, today there is a stronger focus on promoting methodological, social and personal skills. At many universities, students have more positive evaluations of the methods and teaching skills of their instructors in modularised degree programmes than in the traditional programmes.
- Already, Bachelor graduates are already demonstrating a closer match between their actual average duration of studies (at 6.7 semesters) and the prescribed duration of studies (of 6.2 semesters). This of course amounts to an enormous improvement in comparison to the past.
- The data of the latest graduate survey of the Institute for Higher Education Research in Kassel (INCHER) provide an especially positive signal. Accordingly, the German Bachelor students are more mobile than previously assumed: 35% of the surveyed Bachelor graduates from universities of applied sciences and 32% from universities take the opportunity to go abroad – even if for a comparably shorter time – during the

course of their studies. Within Germany, 14% of all students transfer to other higher education institutions. Evidently, most students take advantage of the so-called “window of mobility” between the Bachelor and Master phases to change universities.

- By introducing the ECTS point system, Europe has found a common language for facilitating mobility of students on the basis of learning outcomes and improving permeability between various types of higher education institutions.
- Furthermore, transparency instruments like the Diploma Supplement make it easier for the labour market to understand and acknowledge the new degrees.
- There is evidence of growing acceptance of the new degrees and particularly the Bachelor on the labour market. In its graduate survey of 2008 for instance, the INCHER assessed that about 22 % of the Bachelor graduates from universities and even 59% from universities of applied sciences choose to enter the labour market directly. Moreover, they report similar periods of seeking employment and equally high job satisfaction rates as among graduates with traditional degrees.
- Finally, quality assurance has been established in Germany through accreditation at the higher education institutions and complements their internal quality assurance measures (for example, via student surveys). Thanks to agreements on comparable minimal standards and the requirement of external assessments, there is growing reliability and thus trust throughout Europe. Those are no small steps, given that they form the foundation for cross-border cooperation in higher education and the recognition of study and coursework attained abroad.

2. Recommendations for further development: Consolidation of reform results and more flexibility in guidelines

Although all fundamental elements of the reform are in the process of being implemented, no European member country has managed to implement all goals of the Bologna Process completely – as was concluded at the last Conference of Education Ministers in Louvain/Leuven. The HRK, through its Bologna projects, began at an early stage to discuss and follow critically the state of implementation of the reform at German higher education institutions.

Complaints regarding study overload and a lack of individual responsibility in academic studies were brought to the fore during the recent student protests. Although studies show that the workload for students has only increased minimally, if at all in the new degree programmes, there does seem to be examples of overload. Some curricula have an overly dense structure. In some cases, there are too many exams in the modules or they consist of multiple, partial exams. And the dropout rate remains too high in certain disciplines. In order to help students be able to successfully complete their degree programmes, instructors need better coordination of forms of teaching, learning and testing, while ensuring that curricula are attractive as well as feasible and manageable. They must provide for sufficient flexibility so as to foster independent study and learning. The tiered study structure can only gain in appeal, if the student workload, labour market acceptance and flexible models for full- and part-time students are taken into consideration and made suitable for ever more diverse student bodies.

The institutions of higher education have recognised these deficits and are in the process of adjusting their degree programmes and seeking to use the potential of flexibility that Bologna offers. However, a problem remains, in that these reforms cannot be implemented at zero cost. At the very least, a 15 percent increase in teaching capacity is necessary, as the HRK has argued in support of the German Council of Sciences and Humanities.

If the European Higher Education Area is to be realised, then there is no alternative to the Bologna reform. The higher education institutions have set their priorities for the further de-

velopment of the reform process and have discussed appropriate strategies for implementation in the HRK. Now, the German States or *Länder* have responded. In a declaration together with the HRK of December 10th, 2009, they promised to jointly provide for “high quality studies” and to promote the “international mobility of students”. This requires, in turn, “good conditions for studying”. In the meantime the Conference of Education Ministers of the German *Länder* revised the common structural guidelines to provide the higher education students more flexibility. But in doing so they missed the chance to deregulate decisively. For instance, the HRK aims to not allow any *Länder* specific that restrict the universities’ freedom of discretion, that is, their room for manoeuvre in structuring and conducting higher education in the frame of Bologna.

From the HRK’s perspective, the social dimension of the Bologna Process must become more salient, calling for more flexibility and appropriately financed offerings. Access to higher education also needs to be more transparent and open, both for domestic and international students as well as for students coming from the “classic” education backgrounds and those who have taken a more unconventional path. The diversity of degree programmes, course offerings and their modularisation represent a good foundation, allowing for adequate consideration of a variety of desired qualifications. More transparency in university entrance exams also ensures a larger permeability to professional education. Accordingly, there simply needs to be more possibilities for part-time studies, degree programmes for continuing education or ones designed for individuals to study while working, as well as transparent, quality assured recognition of extra-curricular, study-relevant achievements. And in the interest of the students, more advisory services, optional preparatory courses and family friendly infrastructure will be indispensable.

The European Higher Education Area can only be realised through an intensive exchange between the universities and the national higher education systems in Europe, and moreover, through a continuous process of coordination, as well as the dissemination and adoption of examples of successful reform practice.

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What is happening with the Bachelor? Expectations and acceptance - some Austrian Experiences

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Intention

- to make a subject of discussion
 - ongoing developments within the context of HE system in Austria
 - in particular: recent process of implementing three-cycle structure à la Bolognese
 - Bachelor
 - Master
 - Doctor, PhD
- varying the title
 - „Meeting the challenges of the three-cycle structure“ ?
- no empirical findings in a narrower sense
 - experience
 - AAU Klagenfurt; senates, UniKo etc.
 - surveys
 - Campbell/Brechelmacher 2007 etc.
 - → **survey on the situation of graduates from 2003/04 – 2007/08**
- wider point of view: implementing Bologna Process under the regimes of
 - economization
 - „autonomy“

2

HG, IfS, AAU Klagenfurt

Konstanz 11.2009

Recent history: Reforming the Austrian university by law

- **Universitätsstudiengesetz 1997**
 - single diploma studies (regularly 4 years; with some exceptions)
 - possibility: Bakk. (3 years)
- **Universitätsgesetz 2002: three-cycle structure**
 - bachelor studies
 - 180 ECTS-credits (1 = workload 25 hours; as a rule 30 ECTS-credits/semester, → 3 years)
 - akademischer Grad „Bakkalaureus, -a“
 - 1. draft 2000, 1. amendment 2006: → Grad „Bachelor“
 - 2. amendment 2009: orientation phase (01.10.2011); precondition to implement a master study at university = bachelor study at university
 - master studies
 - 120 ECTS-credits (→ 2 years)
 - akademischer Grad „Magister, -tra“
 - 1. draft 2000, 1. amendment 2006: → Grad „Master“
 - NEW doctorate studies, PhD programmes (from 2009/10 on)
 - 2. amendment 2008: 3 years, no measurement by ECTS-credits
 - ??? PhD / professional [industrial] doctorate

3

HG, IfS, AAU Klagenfurt

Konstanz 11.2009

Some facts and figures

- At Austrian universities in winter term 2008/09 **913** study courses were established, among them 753 (**83%**) bachelor resp. master studies (2000/01, when monitoring began, 2,5%). At universities of applied sciences the respective numbers were **276 / 269 (98%, 180 BA / 89 MA)**.
- **40 % of all active studies at universities** were according to the new system (Boku 84%, TU Wien 70%); **at FH 79%**.
- Mobility programmes:
 - Outgoing students in the framework of a mobility programme: at universities 1,5% (graduates 18%); FH 5,7%.
 - Incoming students: universities 1,7%; FH 4,3%.
- Foreign students: universities 22,5%; FH 11%.

BM.W_Fa 2009: 8

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Graduations AT

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
universities									
Diploma	15.074	14.639	16.174	16.273	15.814	15.578	14.229	14.512	
Bachelor	2	84	436	1.454	2.255	3.069	4.168	5.152	
Master	-	5	36	237	659	1.123	1.637	2.050	
Doctor	2.079	2.135	2.219	2.465	2.250	2.160	2.087	2.196	
Fachhochschulen									
Diploma			2.658	2.882	4.060	4.617	4.835	3.882	
Bachelor			-	79	157	461	1.307	2.783	
Master			-	-	-	87	279	631	
private universities									
Diploma						25	24	56	
Bachelor						207	301	261	
Master						223	218	255	
Doctor						10	20	11	

http://eportal.bmbwk.gv.at/portal/page?_pageid=93_499528&_dad=portal&_schema=PORTAL&F1aufgeklappt=6 (03.11.2009)

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Some aims and a main emphasis (AT)

- Shaping a two-cycle study system
 - Bachelor as a level of qualification, relevant for the European labour market
 - Master
- Complete arrangement of studies offered - aims
 - shortening time of study
 - higher number of university graduates
- Bachelor studies are regarded as studies,
 - serving as – scientific or artistic – vocational preparation (*Berufsvorbildung*)
 - and qualification for vocational activities, that long for appliance of – scientific and artistic – methods
- Master studies are regarded as studies,
 - serving as deepened or additional – scientific or artistic – vocational preparation (*Berufsvorbildung*) on the basis of bachelor studies
- Further aims: supporting employability of graduates with bachelor degree, also in public service

BM.W_F^a 2009: 38

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Questions, worrying us: Overview

- Comparability
- Modularization
- Relevance for the the labour market / the world of work

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Questions .1

- **comparability**
 - national
 - transnational
- → Bologna aim 1: mobility ! ?
- extend of standardization ?
- permeability, e.g. *Fachhochschulen* – universities
- „It is a common misconception of the Bologna process that the duration of each of the three cycles has been rigidly prescribed.“ (EURYDICE 2009: 17)
- Convergence in the models for the first two cycles is clearly taking place“ (cf. EURYDICE 2009: 9)
 - 19 countries ... 180 ECTS credit (3 years model) – in AT exclusive model
 - 11 countries privileged 240 ECTS credits (2 years model)

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Questions .2

- **modularization**
 - meaning of „module“
 - extension of 1 module: 6, 12, 18 ECTS-credits; 8, 16, 24; anyway ...
 - e.g. AAU Klagenfurt (statutes, not law):
 - In 2002 term „module“ established; 1 module = 12 ECTS-credits, exception: half modules (6), not stated more precisely (to be completed in one semester etc.); → curricula 2004 ff.
 - curricula: compulsory subjects (*Pflichtfächer*) – partly compulsory optional subjects (*gebundene Wahlfächer*; to be chosen out of a list, 20 %) – free optional subjects (*freie Wahlfächer*; free to choose, 10 %)
 - In 2009 term „module“ cancelled; modification of curricula 2009ff.
 - completion in the course of 1 semester / anytime ?
 - consecutive model / free model
 - transdisziplinarität
- → Bologna aim 1: mobility ! ?
 - parts of study in Konstanz, Klagenfurt, Grenoble / (automatical acknowledgement / individual screening...

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Questions .3

- **relevance**

- Bachelor → labour market (i.e. transfer medium) / system of organized work, employment or self employment
- Bachelor + Master → labour market (transfer medium) / system of organized work, employment or self employment
- 2 models
 - diachrone: Bachelor – employment – Master – employment – NEW Doctorate
 - synchrone: Bachelor + employment – Master + employment
- → Bologna aim 2: employability ! ?
- Position of economization *versus* academic virtues
 - drawn into question: unity (an integrated whole) of research (generating knowledge) and teaching (transferring knowledge)
 - academic quality and employability: link has to be defined

Views on bachelor studies: the empirical challenge

- Problem: The European Higher Education Area is an area of differing velocities.
- So there is a challenge for HE research:
 - At present time there is no real empirical evidence, concerning academic and vocational aspects of the new bachelor studies; so there is no knowledge *ex post*.
 - Following this, we have to rely on estimations *ex ante*, on experts' view (knowing, that experts also are susceptible to mistakes).
 - From now on, we have the double chance
 - to gain empirical knowledge on bachelor studies, esp. in the field of tension of „academic virtues“ and „employability“;
 - to compare the „old“ study programmes with the „new“ one.

The experts view *ex ante* .1

- The new Bachelor and the labour market (Campbell/Brechelmacher 2007)
- Analyzing the points of view
 - of enterprises
 - of universities and universities of applied sciences
- Research project by order of the Austrian Federal Economic Chamber (Wirtschaftskammer Österreich)
- Central formulation of question
 - **(1) How should Bachelor studies be organized to educate Bachelor graduates as well qualified for occupation as possible ?**
 - **(2) How should contextual conditions of bachelor studies be structured, to support vocational qualification ?**
 - + to explore matching between qualification profile of graduates and demand of labour markets
- 70 interviews with experts
 - **enterprises**
 - public resp. academic institutions; universities, *Fachhochschulen*

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The experts view *ex ante* . 2: recommendations of enterprises .1

- The Bachelor normally will be the first degree out of a number of degrees („Life Long Learning“)
 - Investment of time: Studies should more be distributed over whole life periode – in sum more, but distributed in another way
 - opportunity: Beetween BA an MA-degree some years of vocational experience
- It is necessary to offer simultaneously full time studies and part time (*berufsbegleitende*) BA- and MA-study courses.
 - consecutive MA-studies
 - MA-studies in the sense of continuing education, accompanying study

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The experts view *ex ante* .3: recommendations of enterprises .2

- Employability means to provide BA-students with competences and qualifications. This longs für a combination of types of knowledge
 - specialized knowledge (*Fachwissen*) - as a necessary precondition
 - practical knowledge (*Praxis/ praxisorientiertes Anwendungswissen*)
 - social skills/personality (*Persönlichkeit*) – a sufficient criterium for career
- Internships (*Praktika*) as a part of studies, intensivated contacts with business
 - to convey practically orientated, applied knowledge; to strengthen employability
 - to develop job outlines (*Berufsbilder*)
- Challenge for enterprises: Meeting their employees' academic orientated interestes towards continuing education.

Selected practical evidence

- Conference „Vocational aspects of the bachelor degree“ (Austrian Universities Conference, Innsbruck 9.11.2009)
- Some findings
 - Characteristics of the new study system (*AK* = employees' representation)
 - lack of information; problems of image
 - recommendations: continuing dialogue with world of work (curricula); better practice of acknowledgement, checking the possibility of studying (*Studierbarkeit*), arranging accompanying studies, broad campaign of information about new degrees
 - Learning programmes, accompanying research (Faculty of interdisciplinary research & continuing education)
 - programme A: 1. supporting students in vocational orientation, 2. working on a practical project (→ occupational field), 3. developing „process competence“
 - programme B: 1. vocational orientation, 2. interdisciplinary research, 3. social competence, analyzing social networks
 - research: demand for „process competence“ (→ processes of change)
 - *) „Über Prozesskompetenz verfügt eine Person, wenn sie in der Lage ist, vernetzt und in Prozessen zu denken und zu handeln. Dies setzt voraus, dass Fach- und Sozialkompetenz zur Lösung von Fragestellungen und Problemlösungen herangezogen werden.“ (Hellmer)

Uniko 2009

Particular empirical evidence

- „How economy thinks about the Bachelor“ (Communication science, Salzburg/AT, 2009)
- Results
 - Three quarters of interviewed persons say, that they are well or very well familiar with new study architecture (BA/MA).
 - Demands concerning BA graduates don't differ from demands concerning MA graduates. Differences are given regarding additional qualifications.
 - Higher demands concerning MA graduates are given in the following areas:
 - theoretical knowledge, research orientation, specialisation, method competency, projekt management, scientific work, leading competencies
 - Bachelor studies should be orientated towards profession as well as towards science. At the same time they should be arranged rather broad than specialised.
 - Potential employers prefer vocational activities between bachelor and master studies.

Mosler 2009: 6

• “
”

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Typologies .1

- phenotypes of “the student”
 - characteristic figures
 - attitudes toward attending the university
 - study orientation
 - study motivation: final – temporal – causal
 - political orientations, social values (students, graduates, academics)
- meanings of being a student
 - Universities may perceive their students as “customers”, or “partners”, or “pupils” (and treat them according to this perception). Students may perceive their time at university according to one of these definitions: “I, customer”; “I, partner”; “I, schoolboy/-girl” (and act according to these perceptions).
 - The specific understanding of the students' role corresponds to the specific understanding of the university. It may be understood as: enterprise, *universitas magistrorum et scholarium* or school.

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Typologies .2

Trying to identify perceptions of “university” and “student”, regarding perceptions as an important basis for orientation and action, we may gain the following scheme:

customer	partner	pupil
- demands for goods and services (high quality / low price)	- searches for knowledge; insight into [latest] scientific findings, discussion	- wants to be educated (to become “employable”)
enterprise	universitas	school
- offers goods and services (mass vs. excellence; minimizing costs) - is in competition with others (outside); generalized competition (inside) - “customer relation management”	- opens its borders regularly for new members (freshmen, -women) - scholars and students become partners for some time; “partner relation management” (incl. “alumni”) - students move from one university to another (principle of prestige; competition of best ideas)	- continues traditional school's setting (Germ. <i>Verschulung</i>) - preset curricula, frontal teaching (maybe use of new media) - hierarchy (knowing / not [yet] knowing persons)

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Typologies .3

- Theses:
 - Bachelor studies strengthen the type „customer“, maybe the type „pupil“.
 - They do this according to the organizational and political context of Higher Education systems.

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Trends, developments

- Reforms of Higher Education, subsequently to the Bologna process, tend to strengthen an understanding like “university = enterprise, education = business”.
- Trends all over Europe, nationally differentiated, are heading towards commodification of *Bildung*, and towards training for “employability”.
- 2 processes
 - **economization**
 - **Bologna Process**
- the problem with economization (cf. Konrad P. Liessmann et alii)
 - Is the university no longer the central place for scientific work ?
 - i.e. producing, administering, conveying knowledge
 - i.e. critique is constitutive, as a vehicle of progress
 - Are the basics of knowledge, science and critique radically drawn into question ?
 - production, passing of knowledge affected by economization
 - role model of enterprises proposed to universities (New Public Management)
 - emancipatoric potential of economization

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Typologies, developments

- future perspectives
 - future of the university - scenarios, regarding universities in the future (Huber 2008):
 - learning university
 - no competition between universities; organization adapts itself
 - interdisciplinary university
 - crosses borders, strengthens usability (societal problems)
 - entrepreneurial university
 - acts economically, efficiency!
 - excellent university
 - → differentiation among universities, hegemony of excellence
 - Probably they will exist at the same time, and within the evolving “European Higher Education Area”. What we do not know, are the probable consequences of this kind of differentiation under the regime of economization.

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Facit

- There are some experiences, meanwhile accumulated and partly systematized; and there are some problems, meanwhile more sharply to be recognized:
 - mobility between universities, between universities of applied sciences, between university and university of applied sciences
 - international mobility
 - autonomy of universities versus uniform/homogeneous study architecture
 - Narrow structures – schooling (*Verschulung*)
 - shortening of study duration
 - reducing drop out

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Thank you for your attentiveness !

HG

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Appendix .1 Conclusions

- pointing out problematic tendencies → identifying desiderata for research and policy making
 - student's attitudes, study orientations, study behaviour ...
 - organizational preconditions: Bachelor – Master – Dr./pHD
 - ... regime of economization
- Let us be realistic !
 - no chance to recall the type of university “à la Humboldt” ?
 - no chance to realize an idealistic model of *universitas magistrorum et scholarium* ?
 - The principle of autonomy at present time is an ideological concept, covering up (new) dependency on politics (state) and economy (big enterprises).
 - It is not true, that the classical idea of the university is useless. It is still alive and well: a critical point of view, a critical corrective to be held up against the foreseeable scenarios. The idea may help us to compare assertions (eg. concerning Bachelor studies) with reality, so it is not just an idle boast.

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Appendix 2.1

The university and the social structure .1

- **study courses, curricula**
 - adaptation to social and cultural changes
 - Knowledge society
 - Globalization
 - mobility
 - interculturality
 - development of disciplines (incl. trans- and interdisciplinarity)
 - regulations / over-regulated
 - building stones, elements (modulare system)
 - meeting the challenges of Bologna-Process
 - *mobility, employability*
 - *opportunity / ability*
- **Thesis: The HE system is an system for reinforcing structural differences (social, cultural disparities)**
 - (new) differences, disparities
 - gender, social strata
 - age, migration
 - → profession, political and cultural participation

Appendix .2.2

The university and the social structure .2

- **status**
 - role „university teacher“
 - part roles: researcher (+), teacher (~), manager or administrator
 - → to earn respect; to further one's career ?
 - „role student“
 - revolte vs. resignation, adaptation ?
 - point of view: customer / partner / pupil ...
- **near to / far away from education**
 - gender
 - mainstreaming, monitoring
 - class, strata
 - vertical mobility (up / down)
 - monitoring ?

Appendix .3

The university and its future

- futures of the university (Huber 2008)
 - New Public Management
 - praxis orientation, usefulness of research, organisational reform
 - „The universities of the future“
 - learning university
 - interdisciplinary universität
 - entrepreneurial university
 - excellent university
 - trends (Huber 2008)
 - economization
 - and privatizierung (cf. Graßl 2008)
 - Bologna-Process
 - evident: „Systemfehler“ und „Problemeruptionen“ (Scholz/Stein (Hg.) 2009)
 - reform: no „krisenhafter Ausnahmezustand“, but belongs to normal functioning of the university (Steinert 2008)
 - social selection
 - HIS: Bachelor, but also high drop-out-rates (Heublein/Schmelzer/Sommer 2008)
 - Who is the drop-out ?

The Bachelor: Changes in Performance and Quality of Studying?
Empirical Evidence in International Comparison.

University of Konstanz

12-14 November 2009

**Insights from a pilot project encouraging adjustment to
the European Higher Education Reform in Spain:
Students experiences**

Josep M. Masjuan

Research Group about Education and Work

Department of Sociology

Autonomous University of Barcelona

PARTS OF THIS PRESENTATION

1. The political context of Spanish and Catalan Higher Education reforms.
2. The academics with regards to the Bologna process, (2004)
3. The Students who participated in pilot scheme: Questions of Teaching and Learning. (2008)

Spanish Higher Education reforms

1. Universities became autonomous from state and religious interest.
2. The responsibility for the universities have been transferred to the regional governments.
3. Social Councils have been created.
4. The switching from a bureaucratic system to collegial one, managed by academics.
5. Changes in the structure and contents of the curricula, adopting trends approaching to the labour marked.

-
6. Procedures of evaluation and accreditation has been created.
 7. Quality Agency of Catalonia gave content to ECTS as a new teaching methodology.
 8. Catalan Government advanced the European reforms with a pilot project.
 9. Spanish Government fixed in 240 the credits of Bachelor and gave autonomy to Universities to organise the curricula.
 - 10 Catalan expenditure in higher education is more or less the same as in global Spain and it is near 1% of GDP (2005)
-

II The Academics regarding Bologna reform

Piece of research 2004

1. The piece of research was about one metropolitan big university of Catalonia because it was the most committed university in the pilot scheme.
 2. Intermediate level of analysis: Faculties.
 3. A sample of six degrees which take part in the pilot experience and four degrees which preferred not to take part.
 4. The sources of information were: Documents, 28 interviews to academics responsible for degrees, and 414 questionnaires to all academics of the chosen degrees.
-

Perception of working conditions

“Do you believe that university is putting sufficient means and resources to implement the ECTS?” (Participants in pilot experience)

Not at all	25
Not sufficient	55
Sufficient and a lot	20
Total	100 (201)

Refreezing Situation of initial motivation

“Do you feel motivated to change your teaching methods according to ECTS proposals?” (Participants in pilot experience)

Nothing	8
A little	29
Sufficient	47
A lot	16
Total	100 (211)

Future expectations of change

Typology of academics according to their future expectations		
	“Application of Bologna process will improve teaching quality”	“Application of Bologna process will not improve teaching quality”
“In the next five years I will change my teaching methodology”	Commitment 38%	Ritualism 27%
“In the next five years I will not change my teaching methodology”	Inhibition of rules 13%	Rebellion 22%

III STUDENTS EXPERIENCES: TEACHING AND LEARNING

Methodology: Data collected

■ Questionnaire.

- ❑ 907 students from 14 different grades of the UAB.
- ❑ Second and third grade courses.
- ❑ Implemented on April 2007.

■ Interviews.

- ❑ 24 students from 3 grades of the UAB
- ❑ Second grade course.
- ❑ Implemented on March-April 2008.

Political
Sciences
Computer
Engineering
Childhood
Education

Context perceptions

Hygienic factors

- Psychological needs:
 - Calendar: too much work to do and hand out.
 - Timetables: overlaps (combined with increased workload).
- Security:
 - Assessment strategy: fuzzy and changeable.
 - Information resources: less teacher's guidance and lack of information about the experience pilot.

Student's development

Reduction of attendance to classes.

Prioritization of assessments to be submitted.

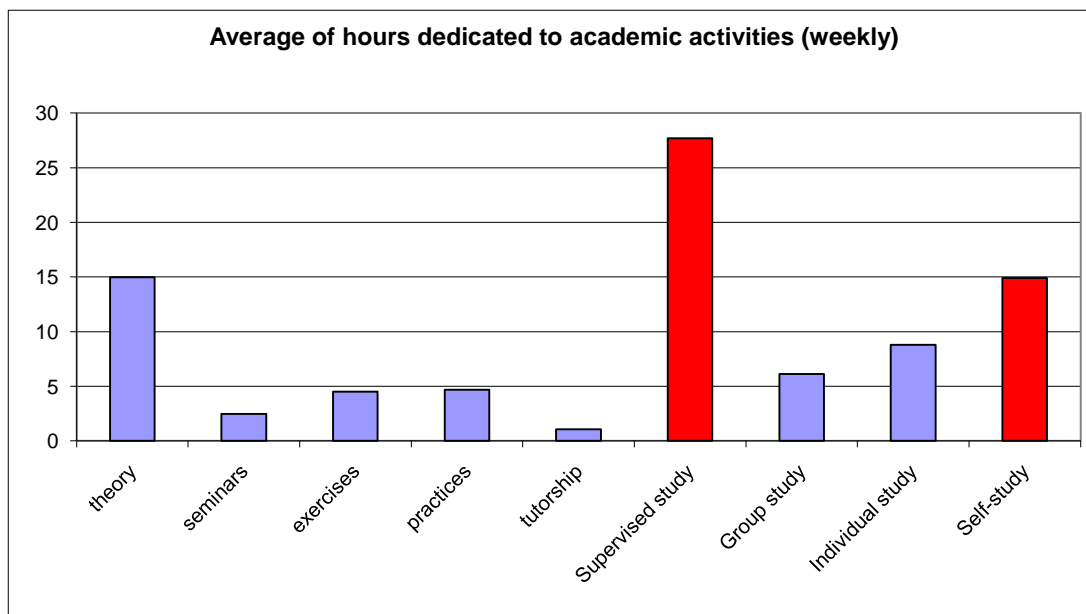
Nonattendance to examinations is increased.

Strategic learning.

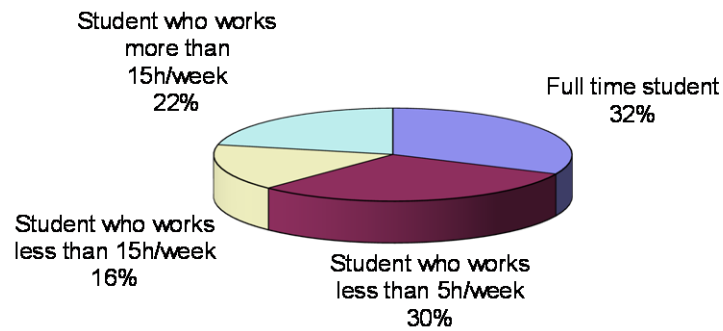
Students anger.



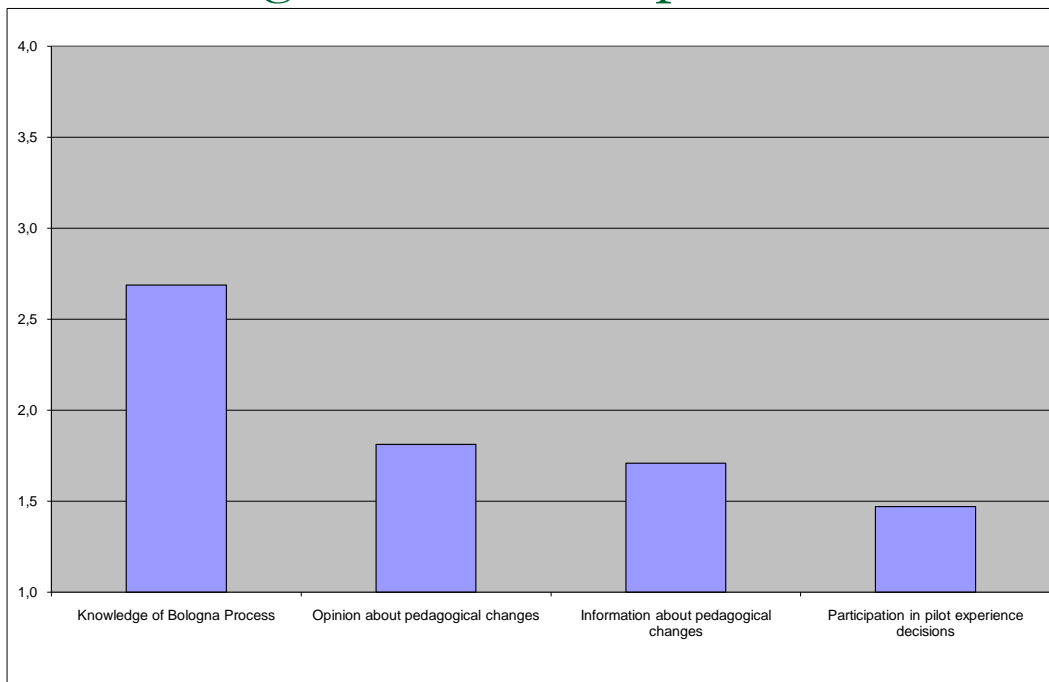
Students profile

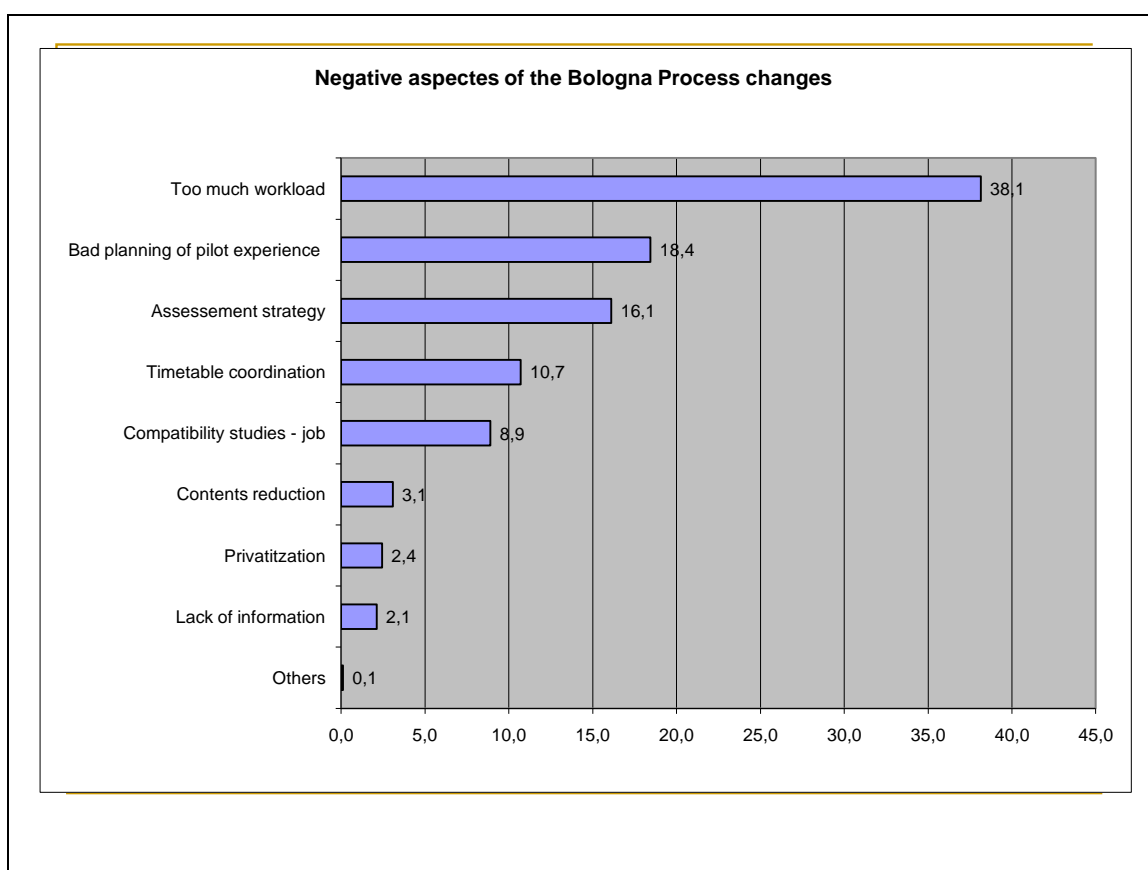
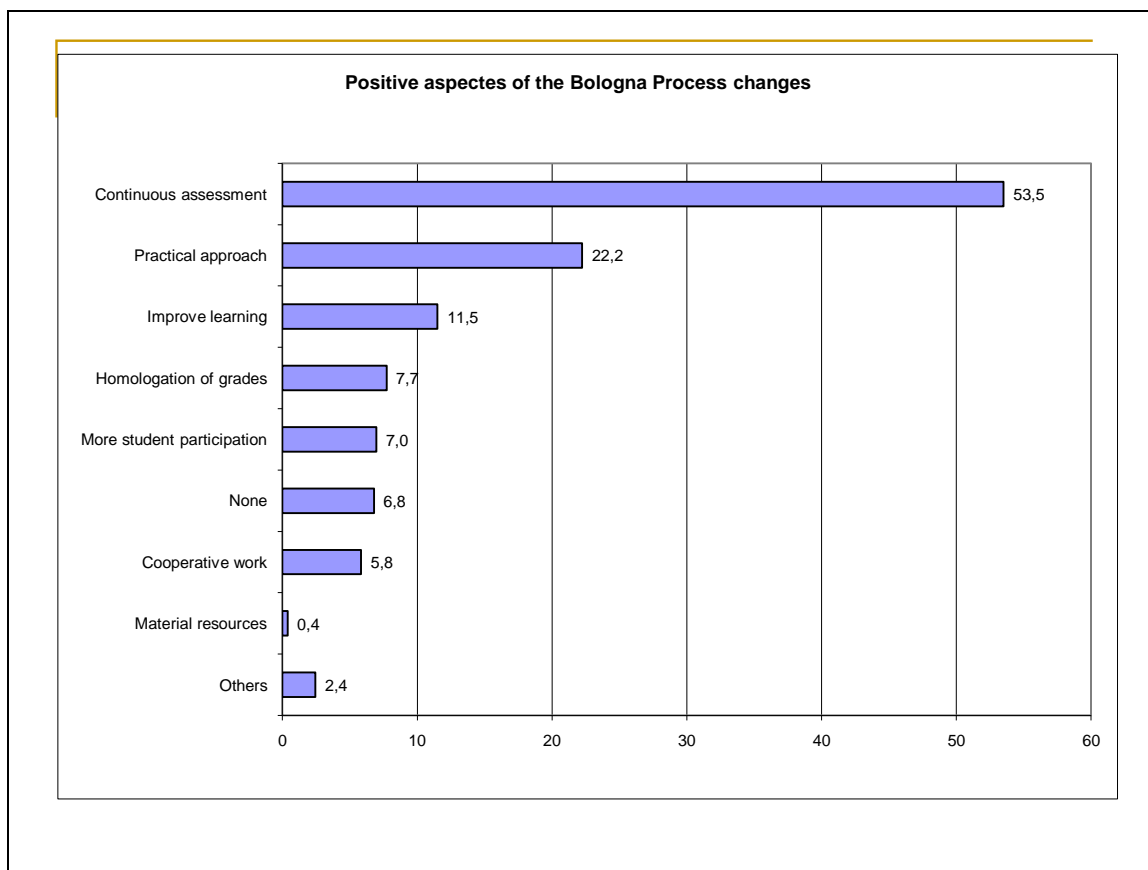


Combination between studies and job



The Bologna Process implementation





INTERVIEWS

Continuous assessment

Positive consequences (forced to study everyday)

Learning is increased and improved.

- Facilitation of a successful approval of subjects.
- Improving of marks.

Negative consequences (Too many assessments and excessive workload).

- Quality of learning has decreased.
- Lack of time to go in depth with topics.
- Degradation of contents and the level exigency of the subjects.
- Little recognition of the continued work and the correspondence between effort and marks.
- Contents fragmentation and loss of coherence amongst contents (lack of coordination).
- Increase of drop outs and no attendance to examinations.
- Practices lack clear integration with theoretical contents.
- Stress, physical and psychological exhaustion.

Reduction of lessons.

■ Positive consequences:

- Increased autonomy.

■ Negative consequences:

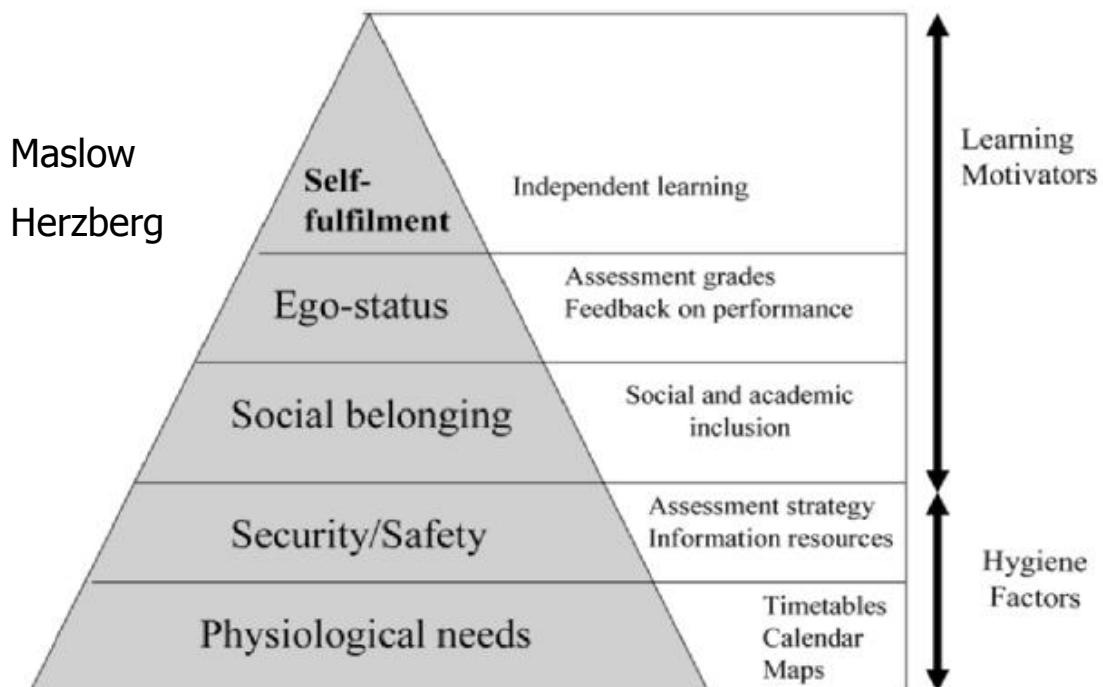
- Without reduction of the contents.
- Continuous assessment increases.
- Obligatory attendance of classes.
- Anomie: lack of norms.

■ Difficulties in balancing contents explained by the teacher and the level of student's autonomy.

Team work

- Team work increases contacts amongst students.
- Student seeks stable team work with efficient components.
 - Social capital: confidence.
 - Help for other aspects
- Increased social and academic integration to institution.

Student's hierarchy of needs



Conclusions

- Negative opinion about Bologna Process implementation.
 - Changes in teaching methodology might produce positive effects in student's learning process (social belonging, increase of the self-esteem and self fulfilment).
 - But as the hygienic factors do not reach to a proper level of quality, positive effects are not visualized.
 - Important volume of strategic students.
-

Future research

- Enlarging the sample.
 - Combination of quantitative (descriptive) and qualitative techniques (seeking social mechanisms of explanation).
 - Panel of students, interviews at the second and last year of degree.
 - Focus on sociological issues: students integration and identity formation.
 - Research about creation of motivations related with student's choice (determine student's profile).
-

Quality and inequality of study and students in France: Results of the new survey in Rhone-Alpes

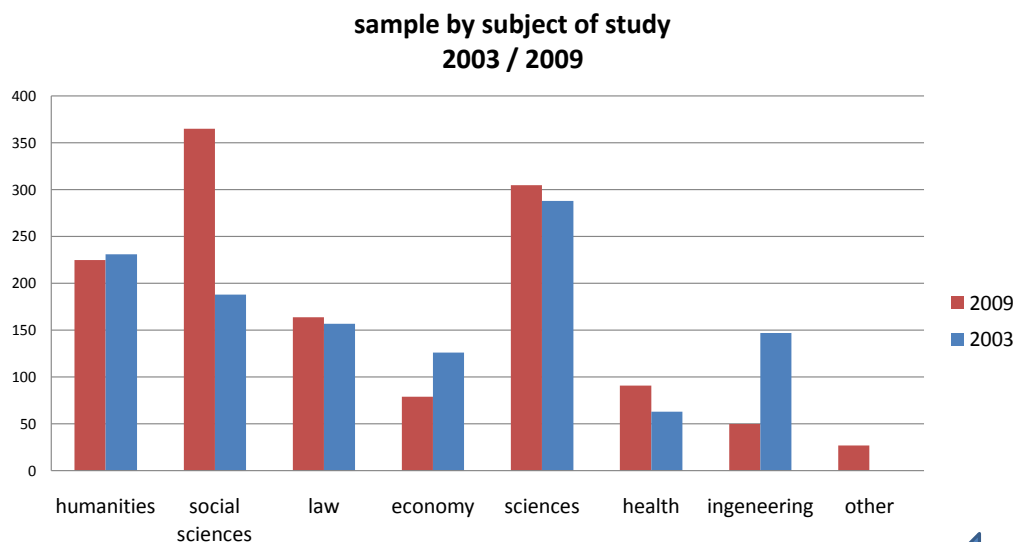
L. Lima & A. Fernex
Laboratoire des Sciences de l'Éducation
Université de Grenoble

III. International Workshop :

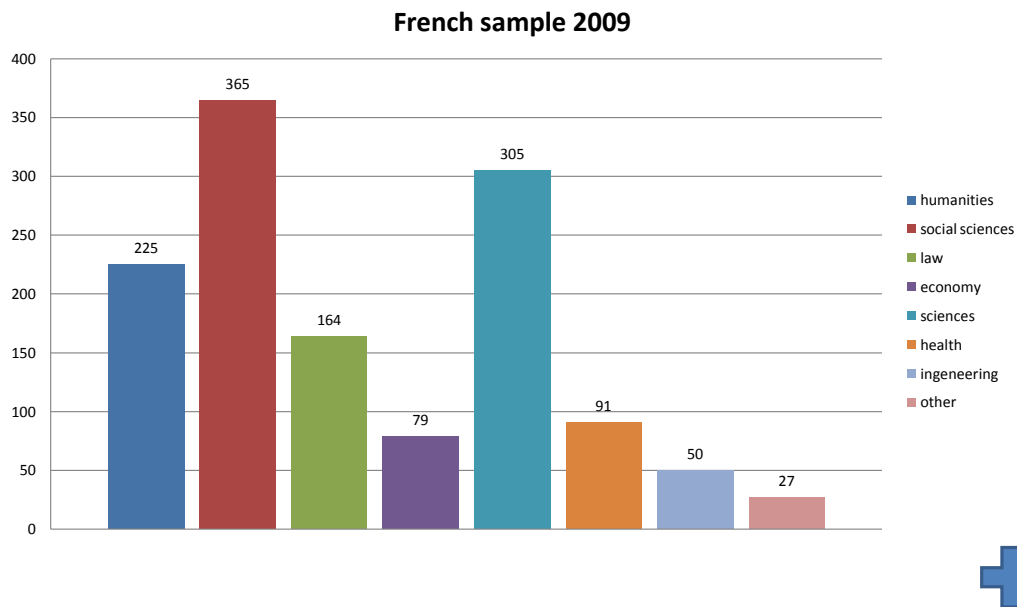
The Bachelor – Changes in Performance and Quality of
Studying? Empirical Evidence in International Comparison.
Konstanz – 12 – 14 November 2009



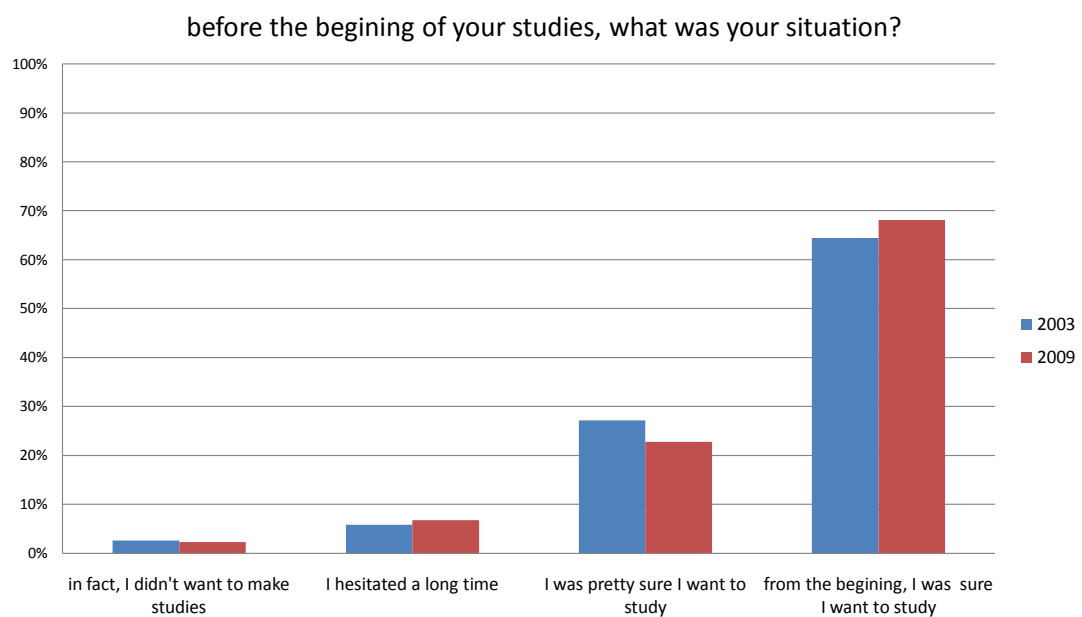
- First survey in 2003 (before BMD)
- New survey in April - June 2009 (some new questions about BMD, justice and equity)
- All students of third year of bachelor at university in Grenoble and Lyon received the survey (about 9500) + 500 students of “grandes écoles”
- Sample: 1376 students of universities + 90 students of “grandes écoles”
- Results only for students of universities

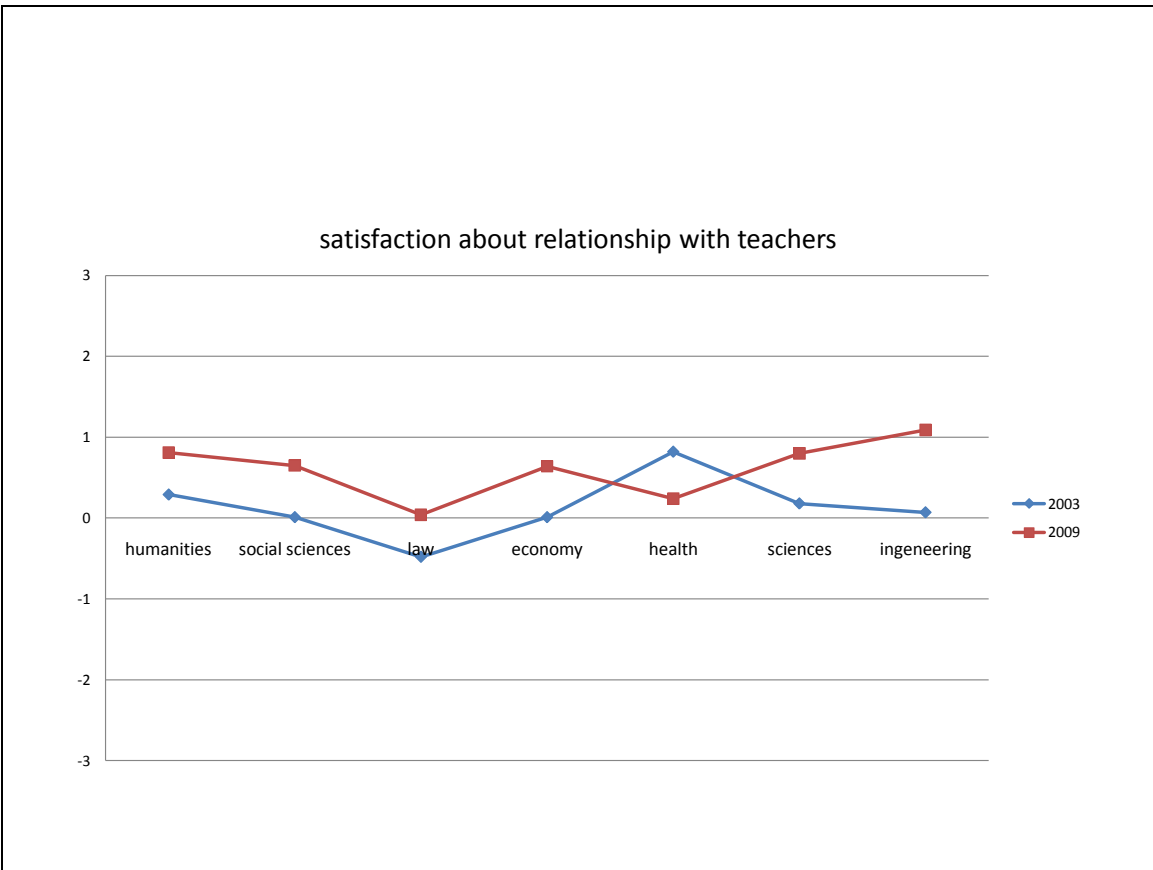
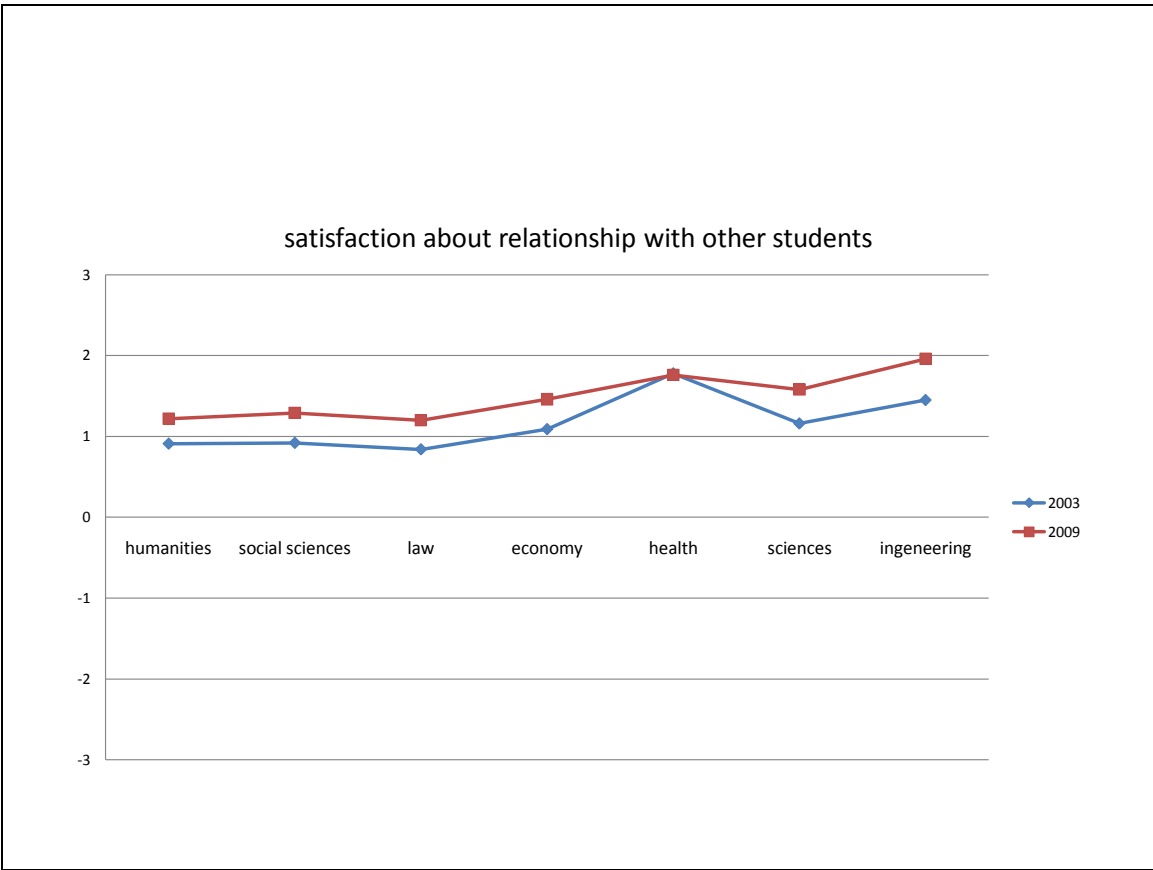


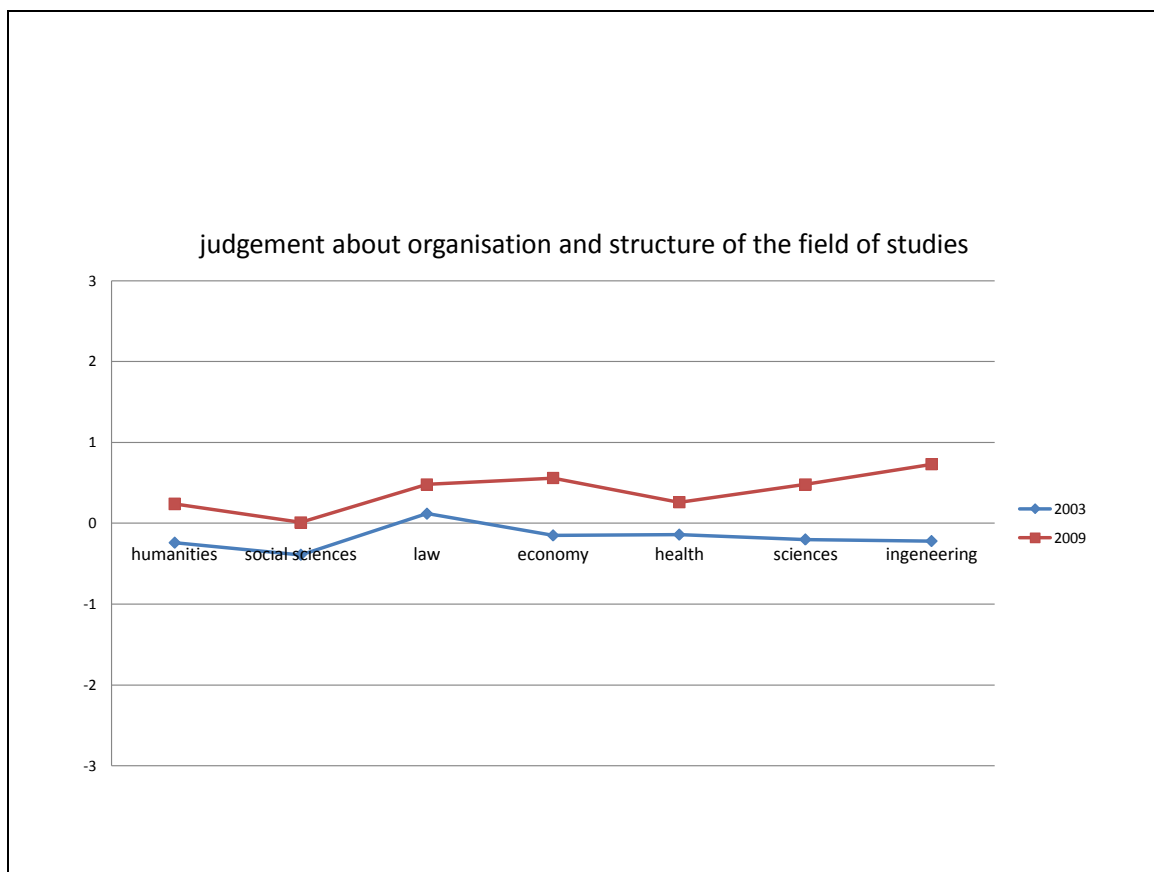
2009 university students sample

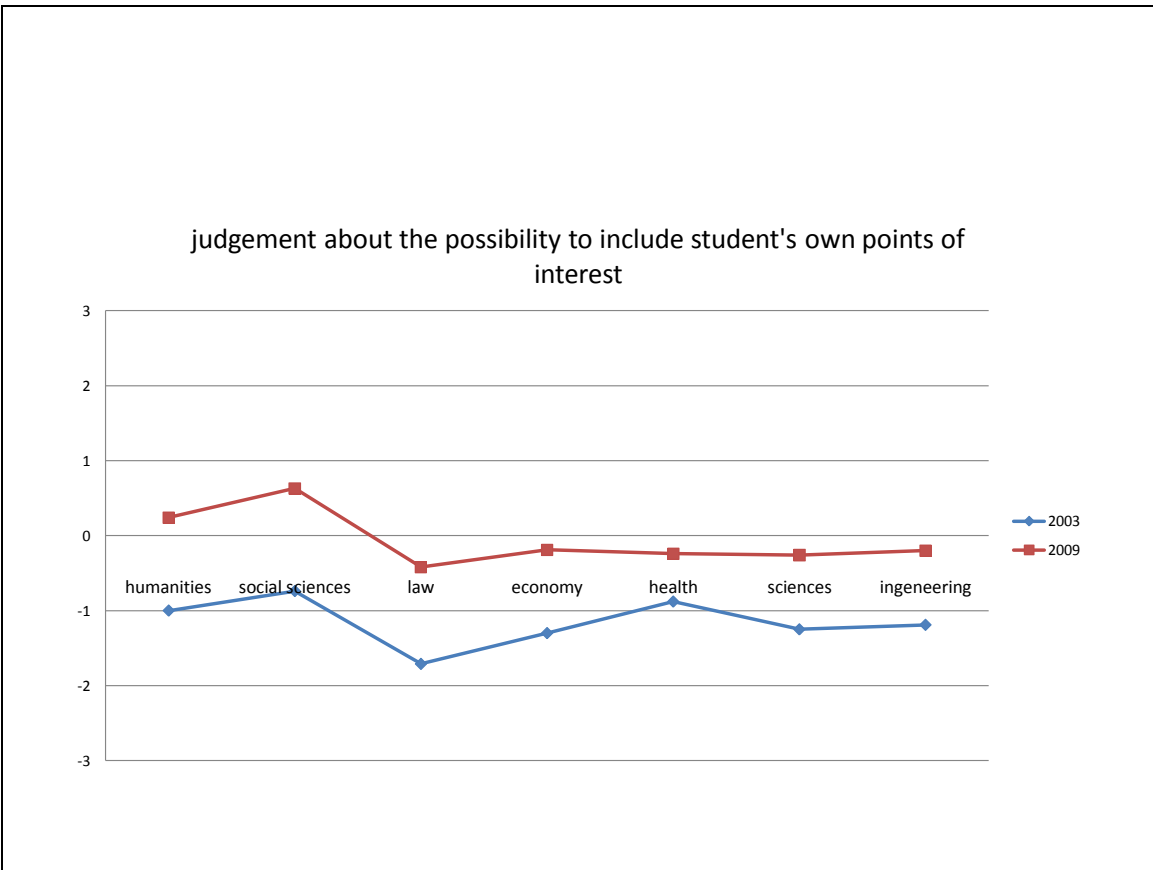
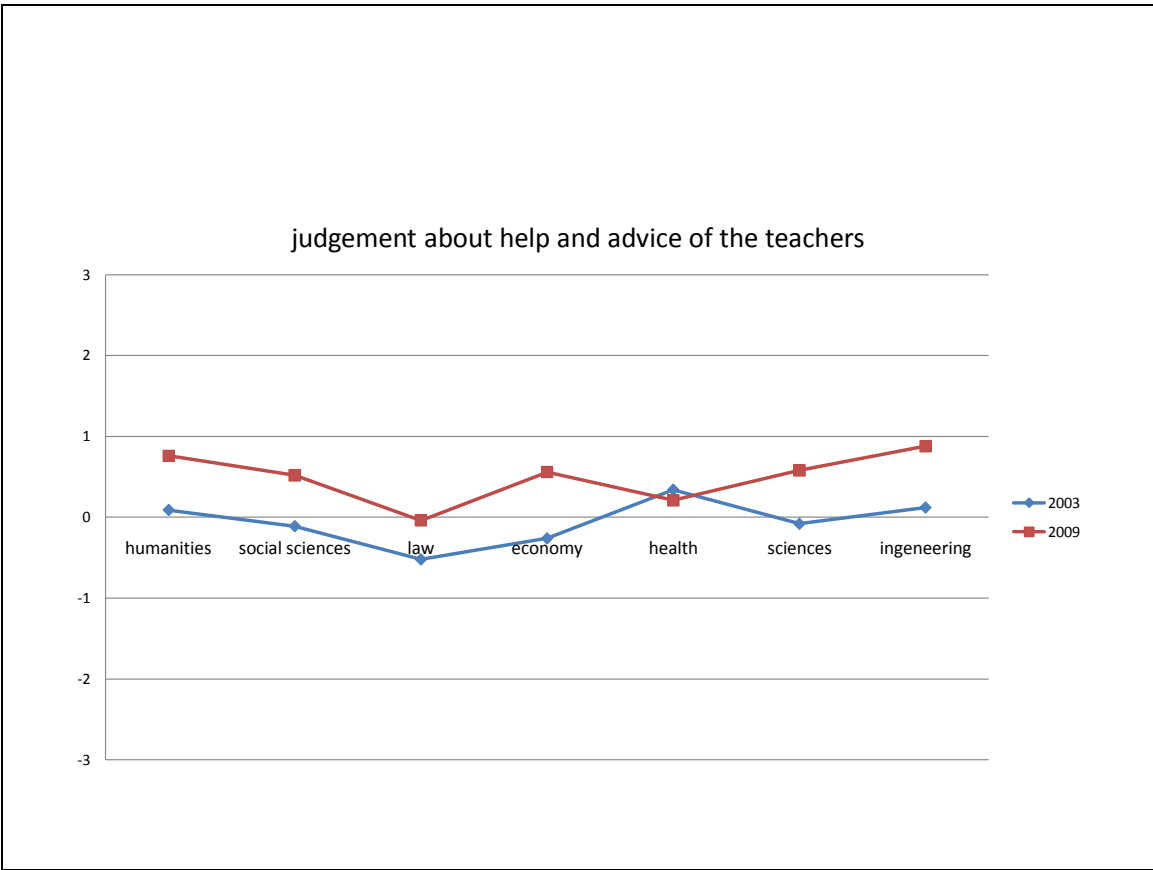


Results of some common questions

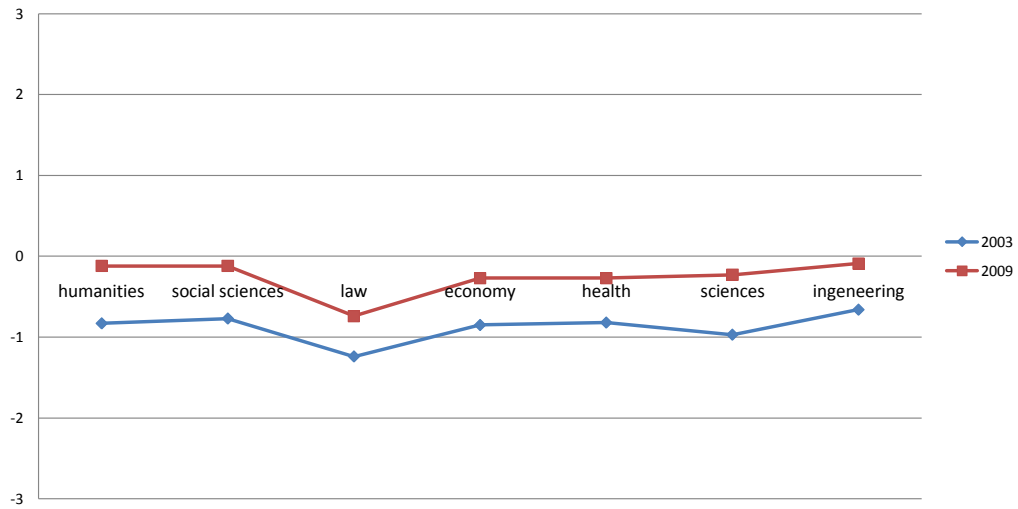




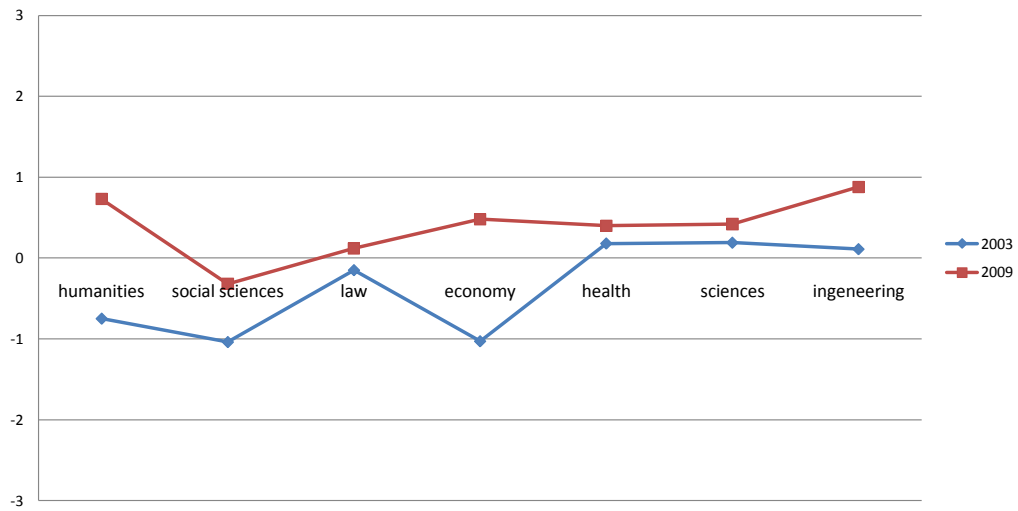




judgement about presentation and introduction to the field of studies

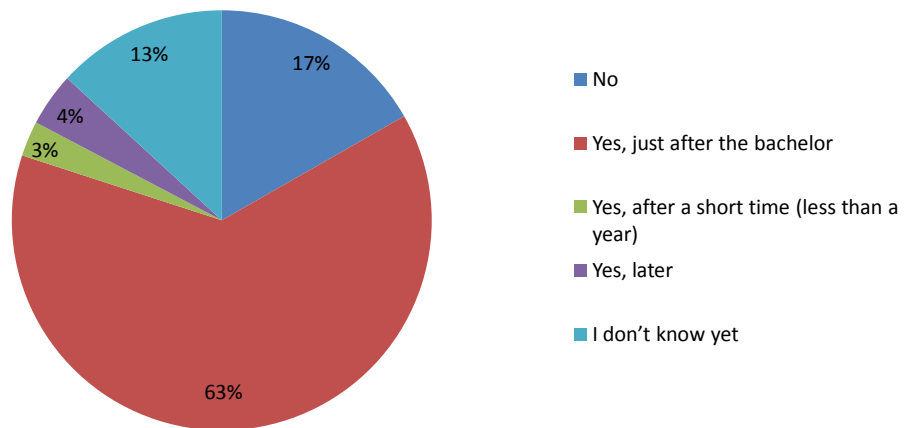


judgement about equipment and facilities in the field of studies



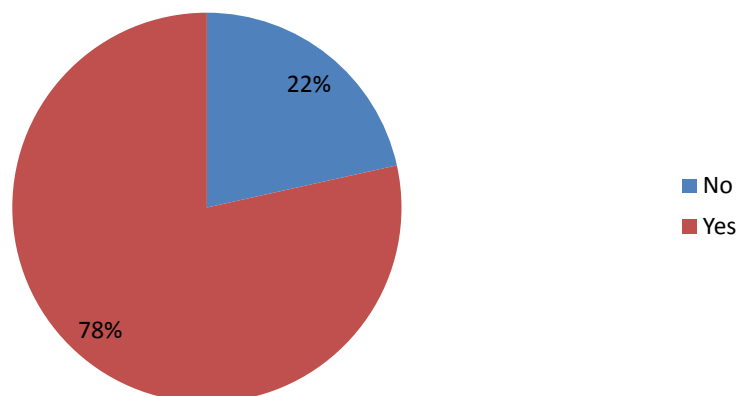
New questions liked to BMD

If you are not in a master program now, do you plan to do it?



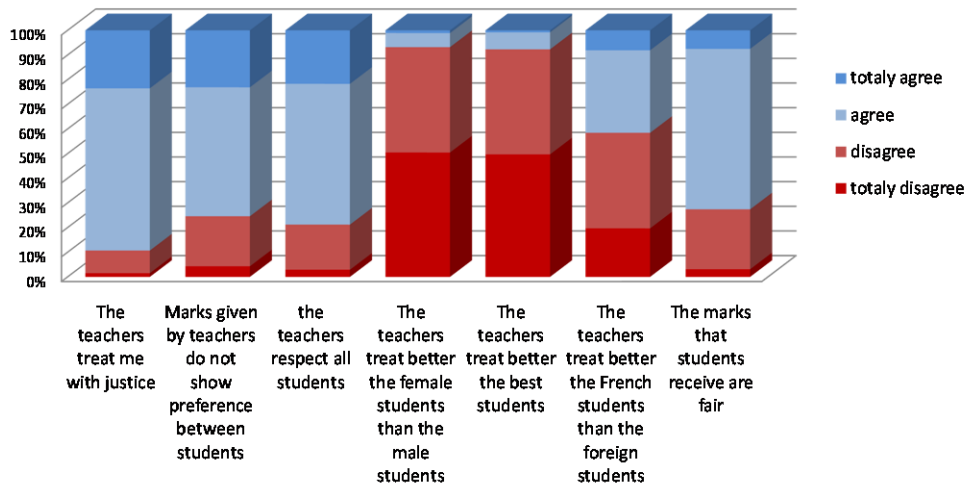
New questions about the choice of the field of studies

During your first year of higher education, did your field of studies correspond to your first choice?



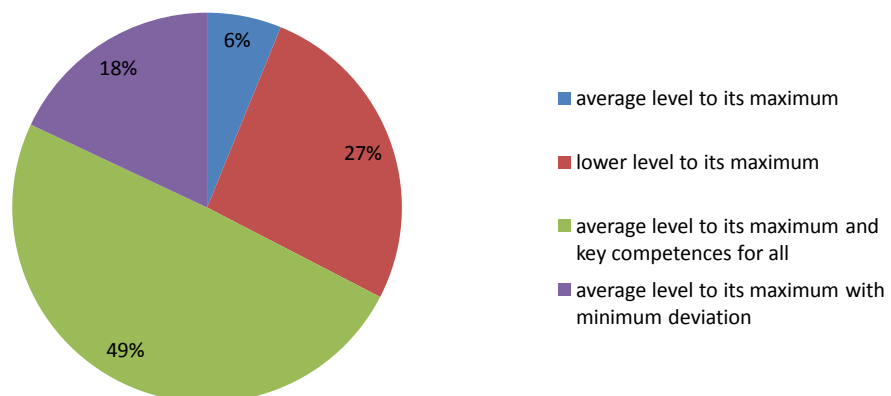
New questions about justice and equality

Within my field of studies...

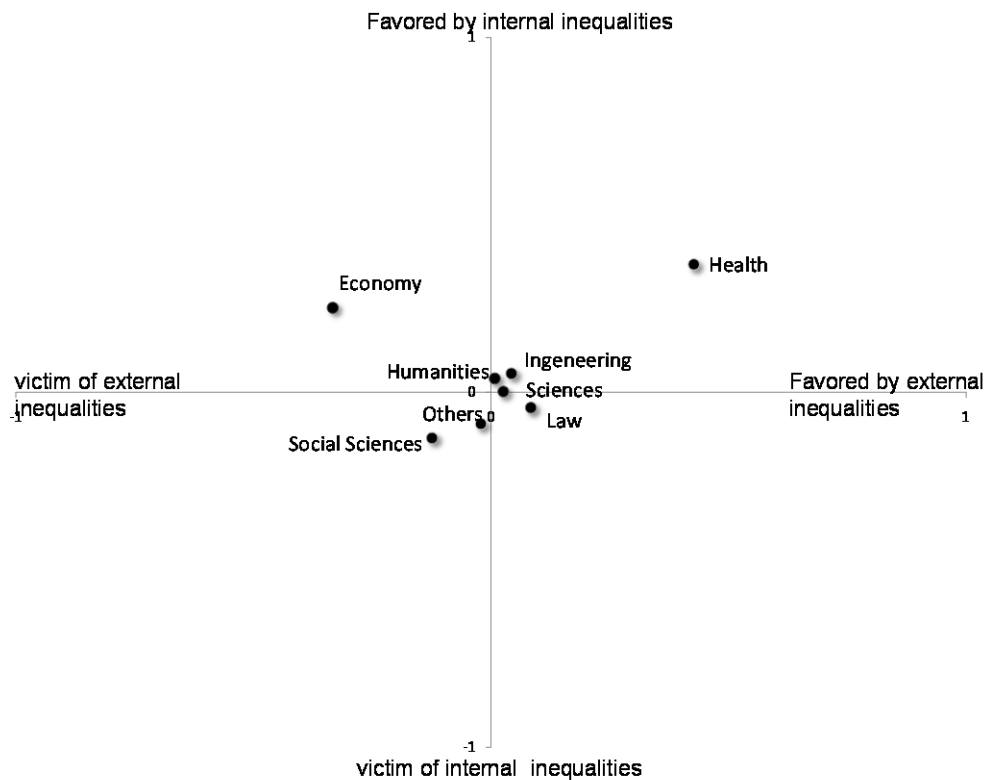
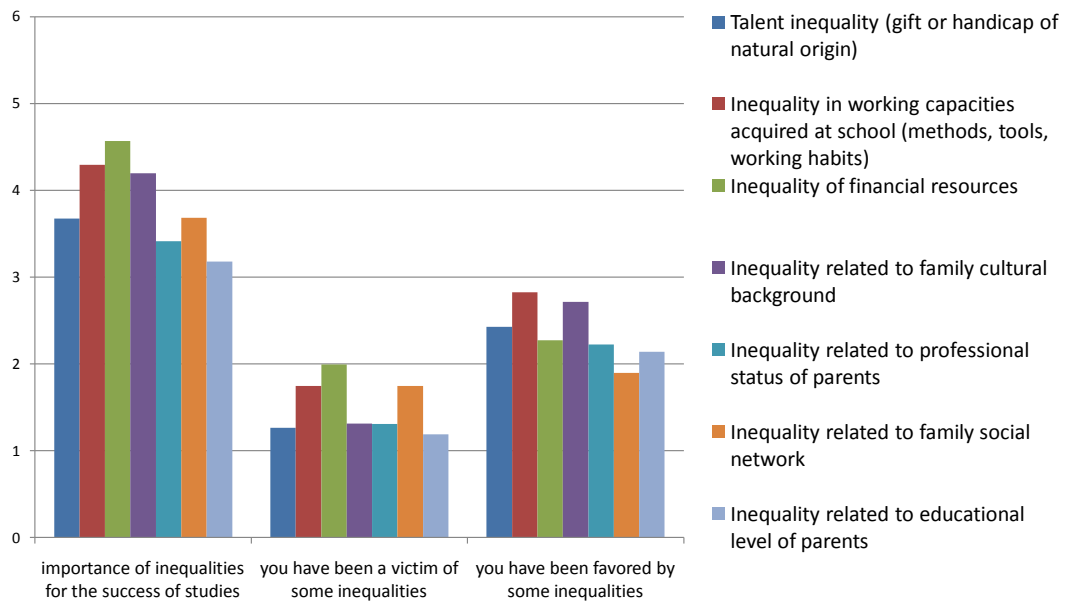


Theorie of justice applied to education

your goal as minister of education



New questions about inequalities



Bachelor Student's Evaluation of Teaching Quality and chances at the labour market in Ukraine

A.Gorbachyk,
Dean of Sociology Faculty,
Kyiv National Taras Shevchenko
University

Ukraine has signed Bologna agreement.
Draft of new law about high education is prepared

Current situation	Draft of new law
bachelor = 4 years specialist = bachelor + 1 year master = bachelor + 1 or 2 years postgraduate = master or specialist + 3 years	bachelor = 4 years master = bachelor + 2 years PhD = master + 4 years

Main requirements of Bologna process

- three educational levels – bachelor, master, PhD
- student's mobility
- modular structure of teaching courses,
evaluation of workloads in credits,
100-points grade

Now for Ukrainian students

“Bologna system” = grading system

**Kyiv University student's survey
(Monitoring of Kyiv University life)**

First wave

Date: February-March 2009

Self-completion

Sample: random, all faculties are included,

604 respondents = 504 bachelor students
+ 100 master and specialist students

Index of student's evaluation of teaching quality

=

Integral index of student's satisfaction of different aspects of teaching

Are you satisfied with ...

- how lecturers work
- relationship between students and lecturers
- quality of theoretical knowledge you get
- quality of practical skills you get
- possibility of self-actualization in scientific field
- list of teaching courses

Scale

1 - Not satisfied at all, ... 5 – completely satisfied

Index of student's evaluation
of teaching quality - **zadovol**

zadovol – mean of 6 variables, scale from 1 to 5,
Cronbach's alpha 0.81

FA of 6 variables, single factor solution:
52% of total variance,
correlation with index zadovol = 0.998

For the whole number of bachelors
mean value of index **zadovol** are “positive”
= 3.5

This is statistically better than 3.0
(center of the scale, “neutral” value)
but less than 4

Evaluation of teaching quality (zadovol)
by student's of different year of study

Year of study	N	Mean <i>zadovol</i>	Std. Dev.
<i>first</i>	127	3.66*	0.79
<i>second</i>	133	3.55	0.68
<i>third</i>	127	3.42	0.67
<i>fourth</i>	96	3.31*	0.70

More “experienced” students have more skeptical evaluation of teaching quality.

First year differs from Fourth year statistically significant (level 0.05)

No statistically significant difference
of teaching quality evaluation between
natural and socio-humanitarian faculties.

Evaluation of “Bologna system”

Direct question about impressions of
study after “Bologna system”

- 1 completely positive impressions
- 2 mainly positive
- 3 neither positive nor negative
- 4 mainly negative
- 5 completely negative

For the whole number of bachelors evaluation of Bologna system are “negative”: mean value = 3.32

This is statistically worse (level 0.000) than 3.0 (center of the scale, “neutral” value)

More senior students have more negative (statistically significant, level 0.000) impressions about “Bologna system”

Year of study	N	Mean	Std.Dev.
1-2	213	3.17	1.11
3-4	161	3.52	1.00

No statistically significant difference
of “Bologna system” evaluation between
natural and socio-humanitarian faculties.

Evaluation of own chances at the labour market

... depends of the year of study (statistically significant at
the level 0.005, Cramer V=0.172)

	1-2 year of study	3-4 year of study	Total
I will have some minor difficulties when looking for a job	35.8%	23.1%	30.1%
I will have difficulties when looking for a job, which satisfy my requirements	29.9%	41.8%	35.3%
I will have difficulties when looking for a job, which fully satisfy my education	7.7%	9.8%	8.6%
I will have a great difficulties when looking for a job	3.3%	5.8%	4.4%
Don't know	23.4%	19.6%	21.6%

Evaluation of own chances at the labour market doesn't depend of faculty type (natural or socio-humanitarian)

Some preliminary conclusions

- Senior students in comparison with first or second-year students more critically evaluate quality of teaching, more negatively evaluate own experience of study after "Bologna system" and more sceptically evaluate own chances at the labour market.
- There are no differences in evaluation quality of teaching, "Bologna system" and chances at the labour market between two types of faculties – natural and socio-humanitarian.



**UNIVERSITÉ
DE GENÈVE**

OBSERVATOIRE
DE LA VIE ÉTUDIANTE

Early factors of success and failure in the University of Geneva

Piera Dell'Ambrogio
Jean-François Stassen

University drop out as a new social question

- More and more discourses
- More and more studies
- More and more measures

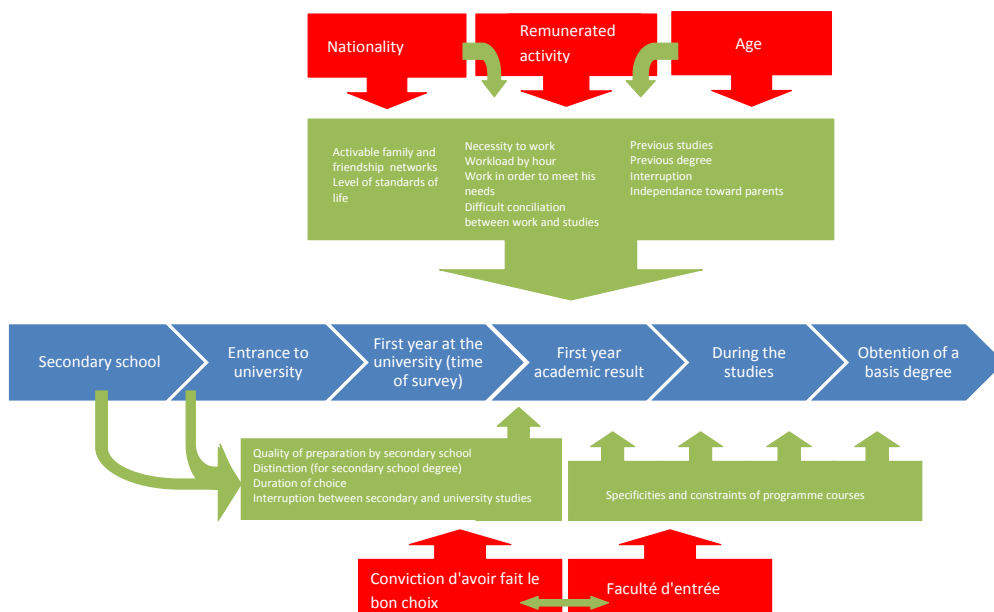
Let's notice that this problem is not a new one. In fact, stability of these rates.

But massification of universities products also massification of academic failures.

Our research try to understand :

- Which factors play a role
- By which processes they play this role

Empirical model for describing processes of academimc selection



« Etudiants 2001 »

- New students at the university of Geneva (students in their first year)
- The entire targeted-population (not a sample)
- 2724 students concerned
- 1686 respondents (response rate : 62%)
- After one year (2002) : recording of each academic result (promotion, repeating, still in course, elimination, dis-registration)
- After seven year (2008) : recording whether each student obtained a degree (which degree and when)

« Etudiants 2001 »

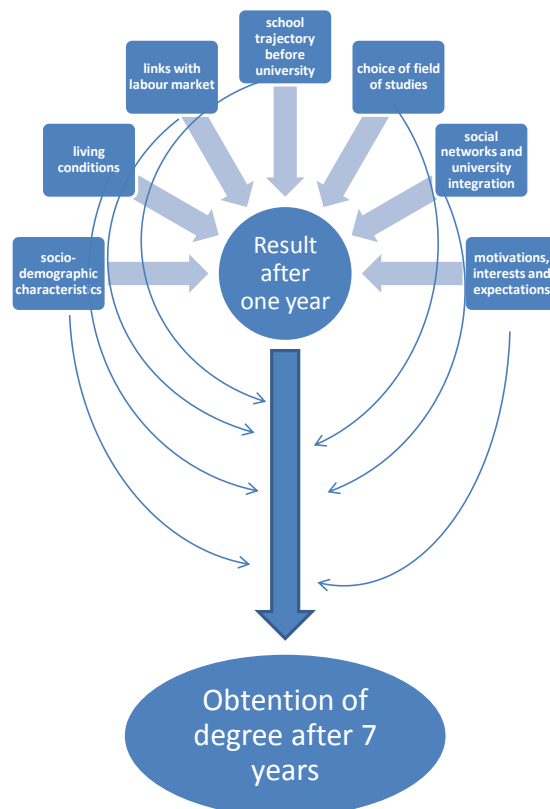
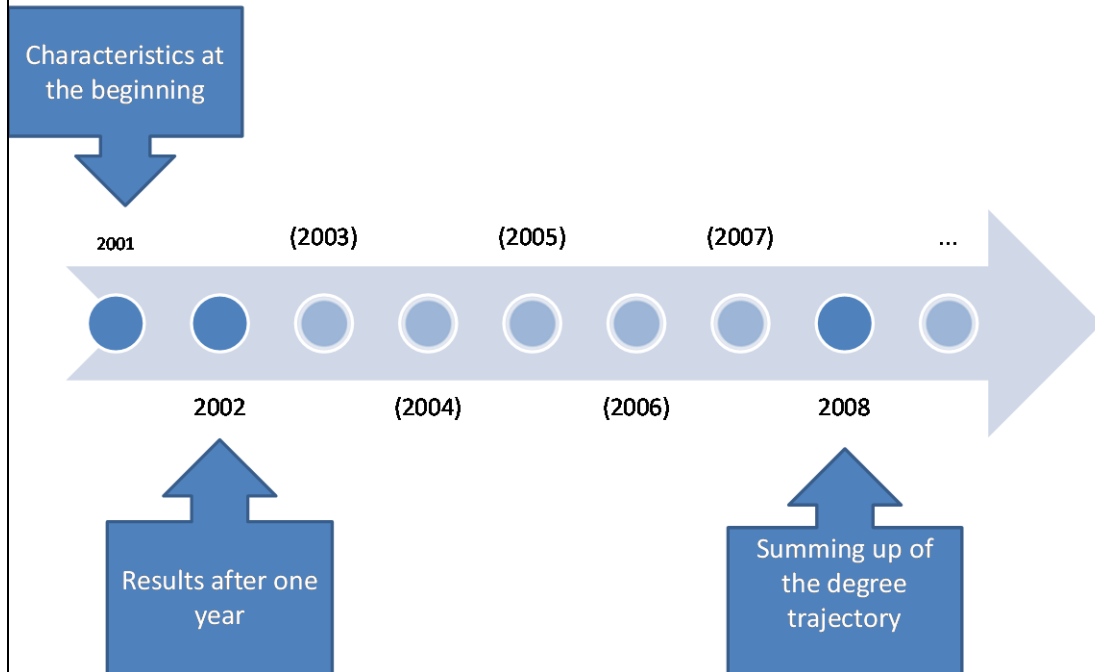
Questionnaire :

- **socio-demographic characteristics** (age, sex, nationality, place of secondary school, social, cultural and geographical background, language, matrimonial status...)
- **living conditions** (housing, transport, sources of studies financing, standards of life...)
- **links with labour market** (remunerated activity, necessity of this activity, nature of this activity...)
- **school trajectory before university** (type of secondary school, place, distinction, quality of preparation by secondary school...)
- **choice of field of studies** (faculty, strongness of the choice, convinced about this choice...)
- **social networks and university integration**
- **motivations, interests and expectations**

Recording of results
after one year (october
2002 – 2615 records)

Administrative
students database
(2001-2008) : degree
obtention

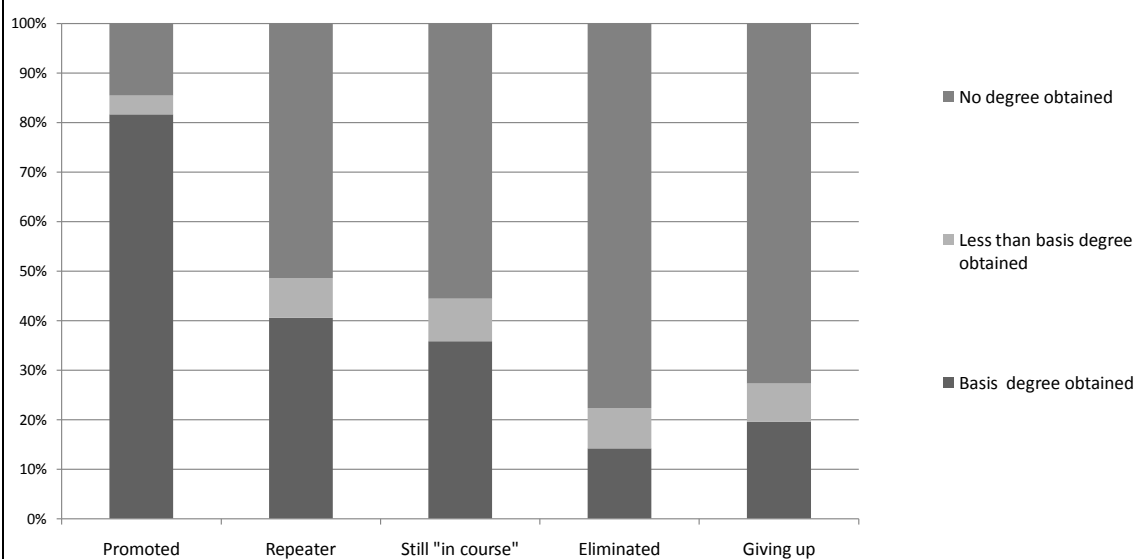
Processual perspective

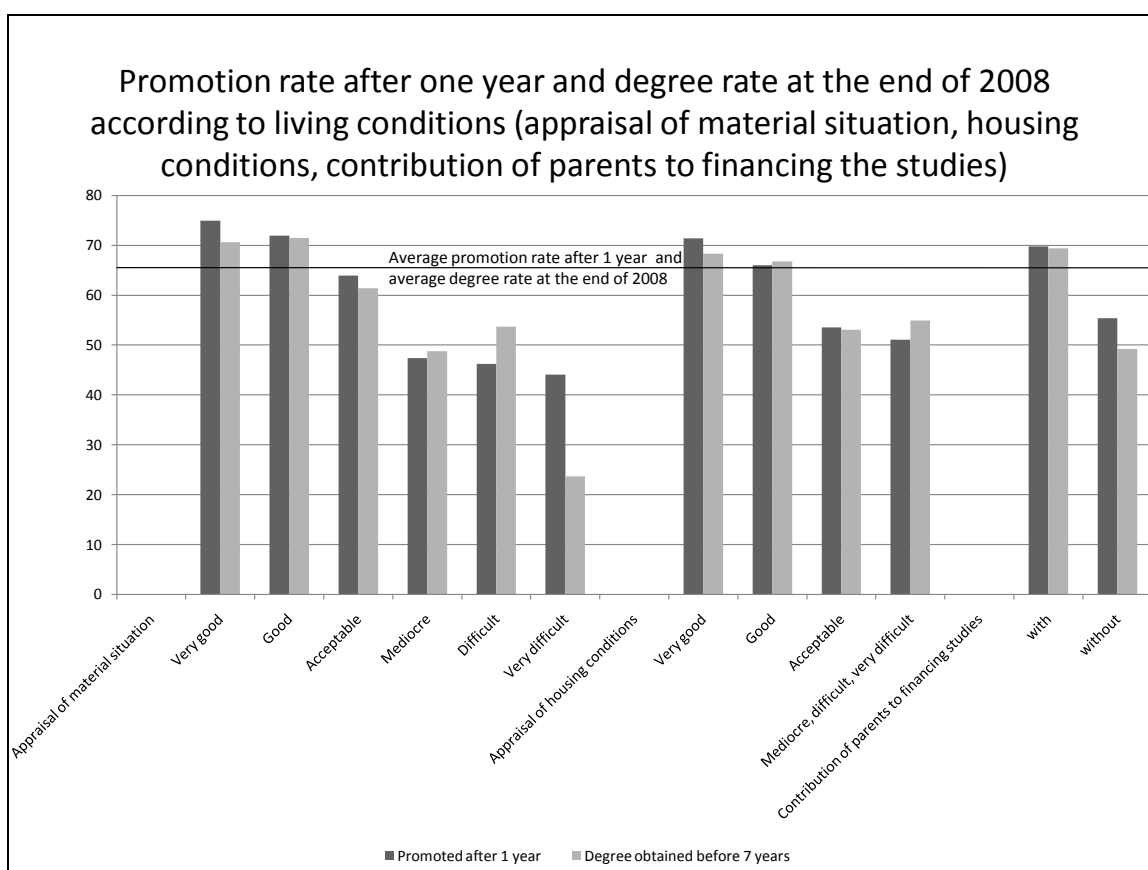
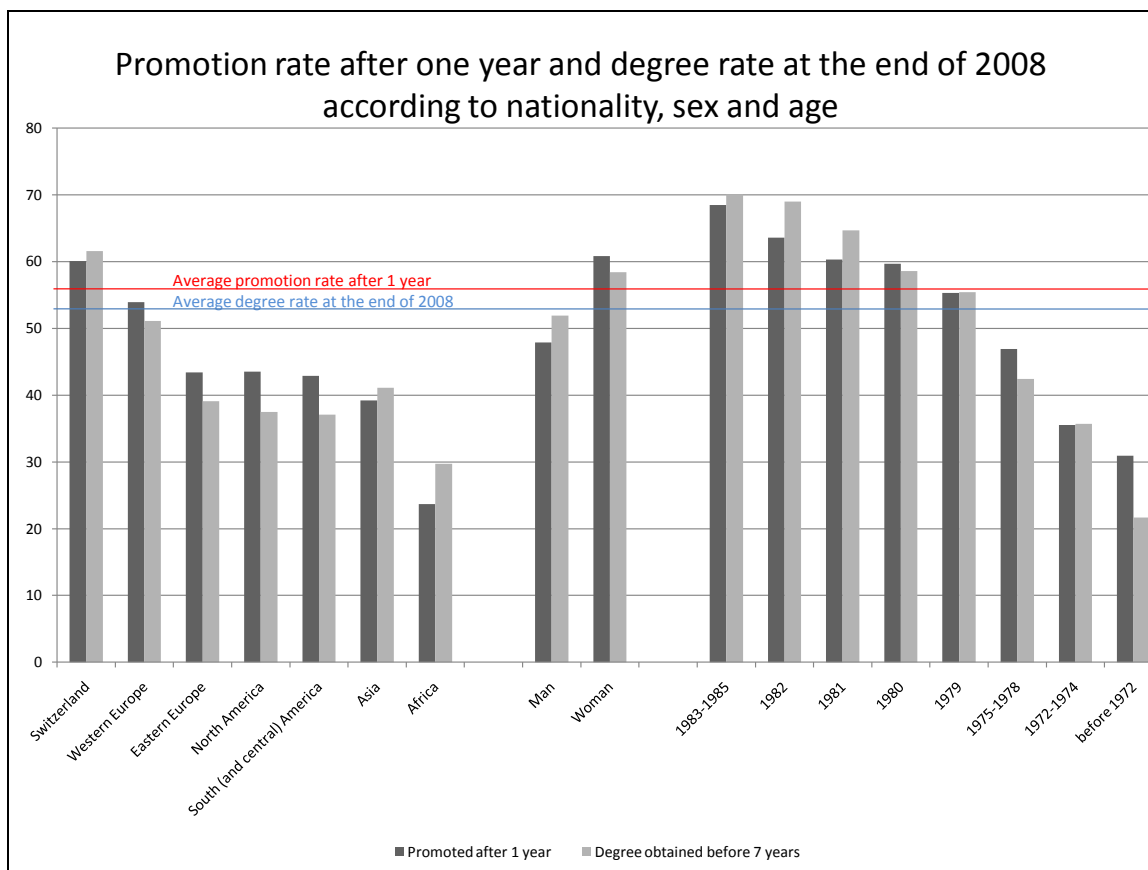


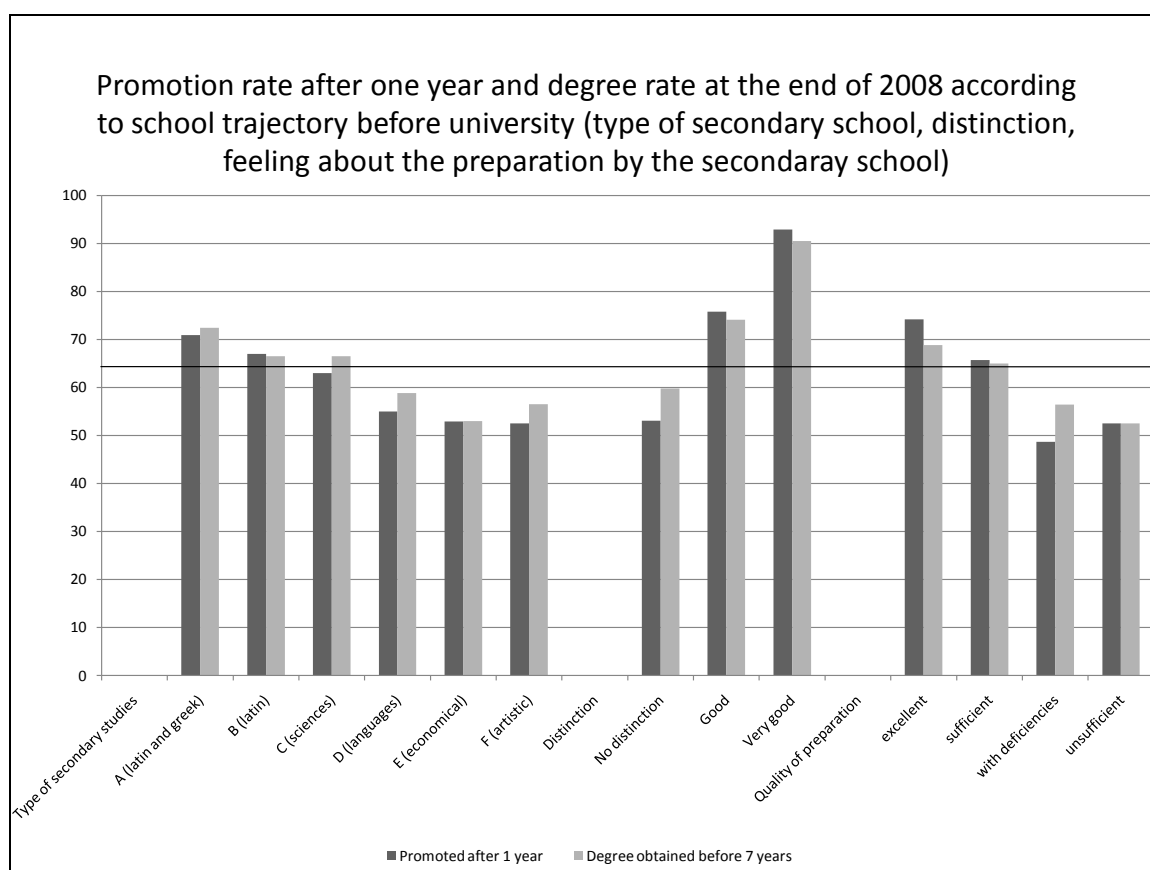
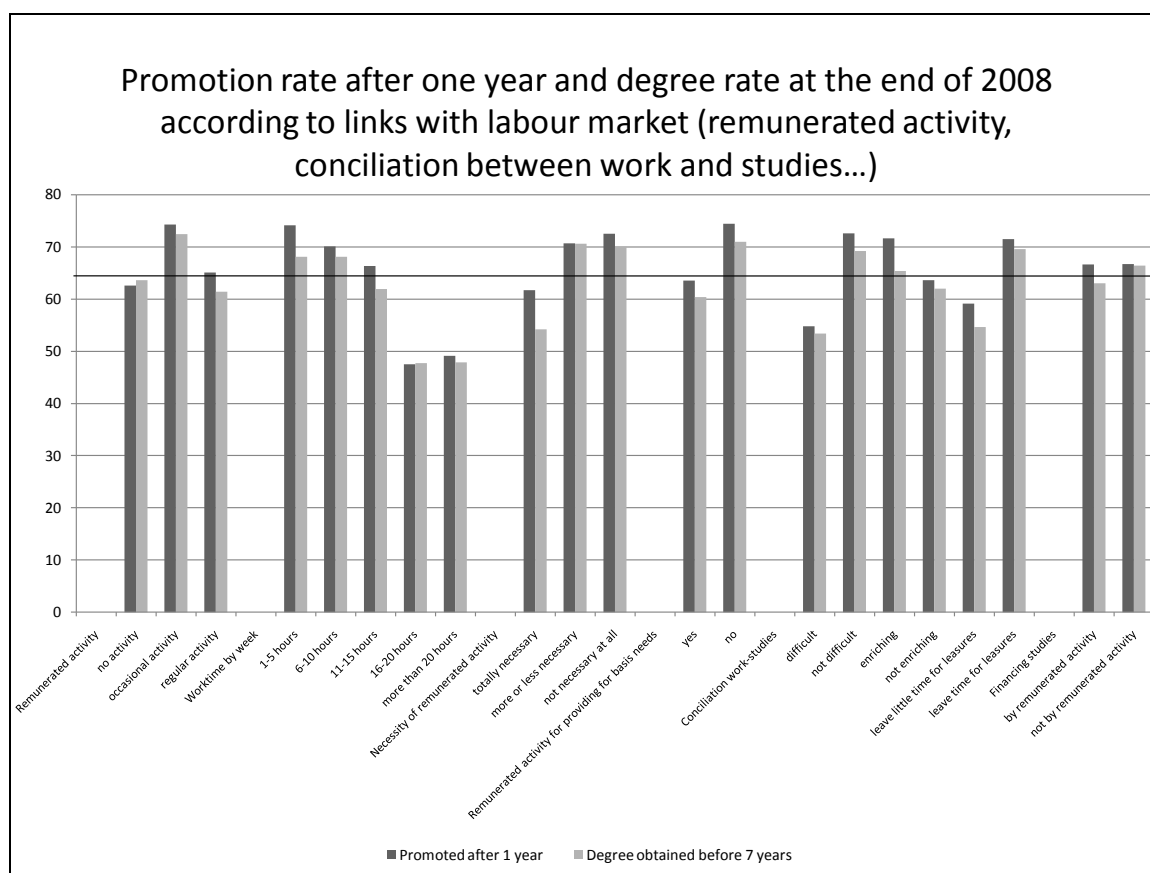
First year academic results

	N	%	Responses rate for the survey
Promotion	1458	55.8	74.8
Repeating	348	13.3	60.3
Still « in course »	162	6.2	57.4
Elimination	233	8.9	48.5
Giving up	414	15.8	32.1
Total	2615	100	62.7

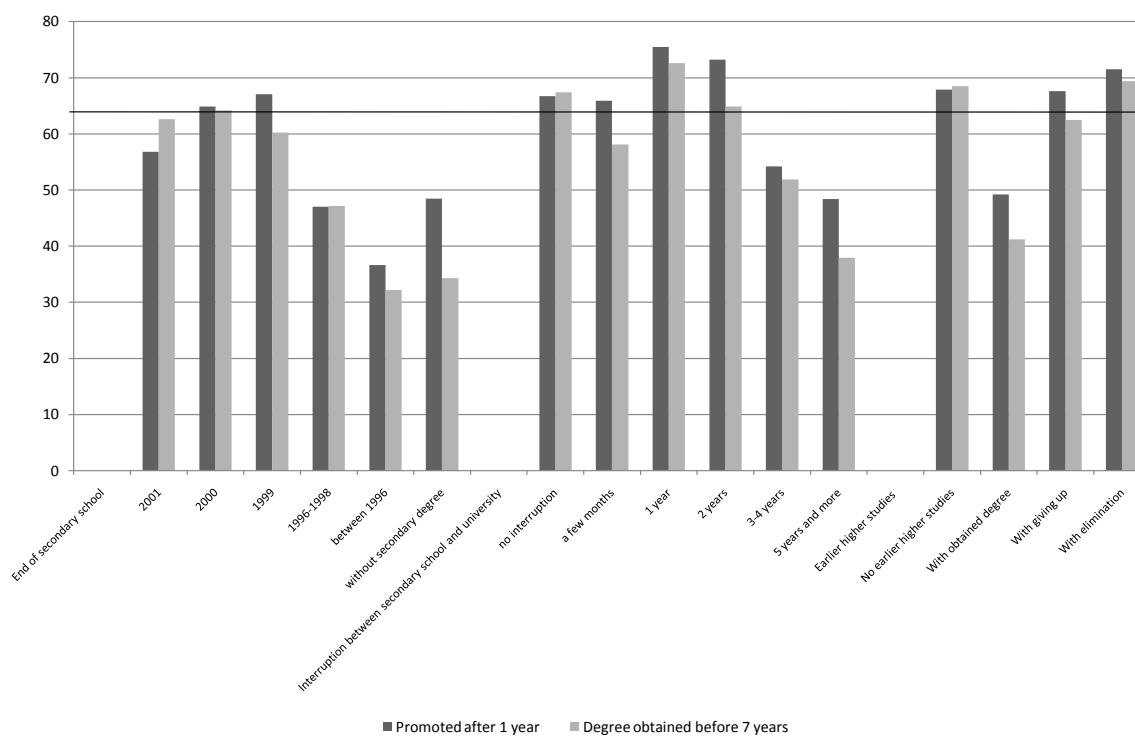
Obtention of basis degree (license or master) before october 2008 according to result after one year (october 2002)



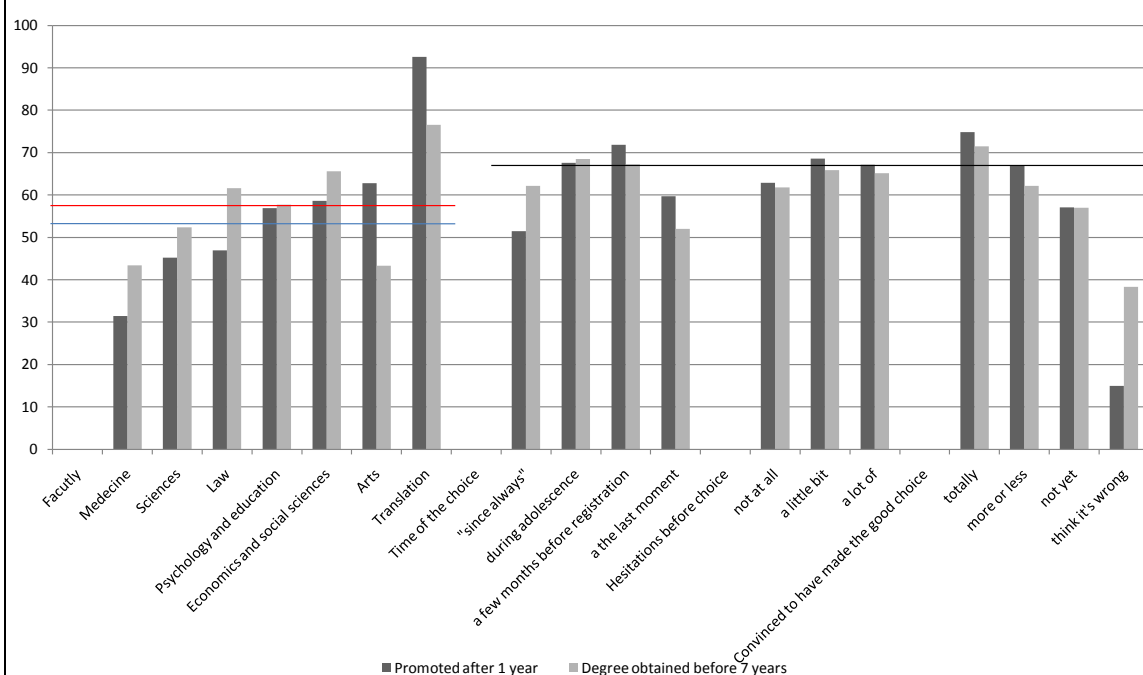


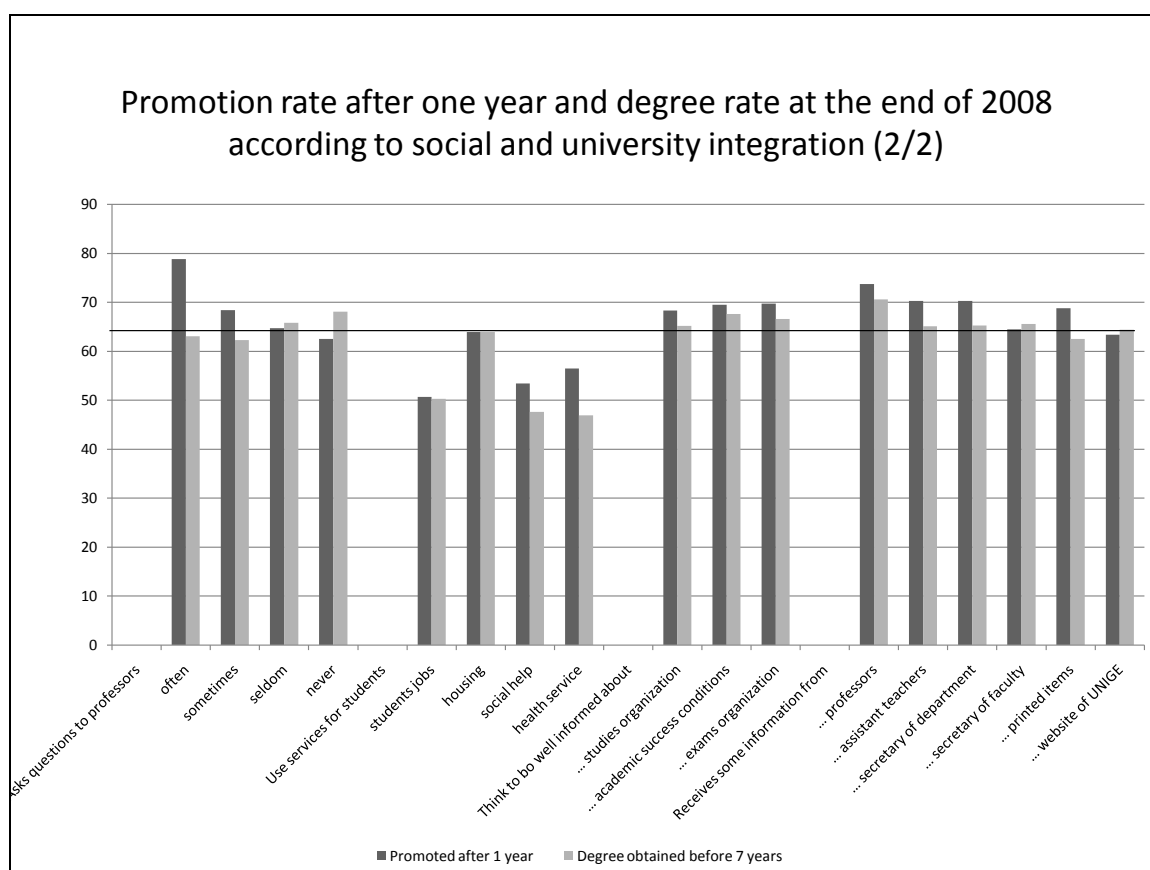
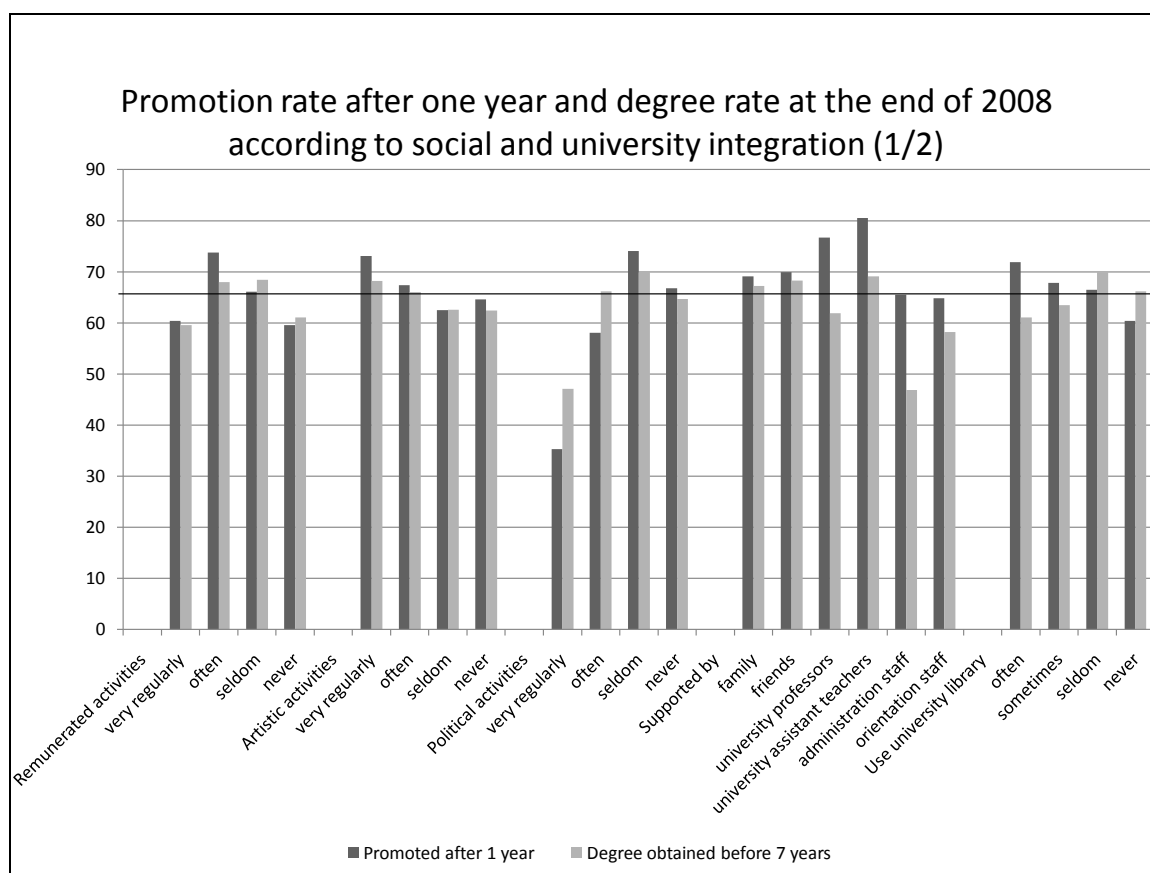


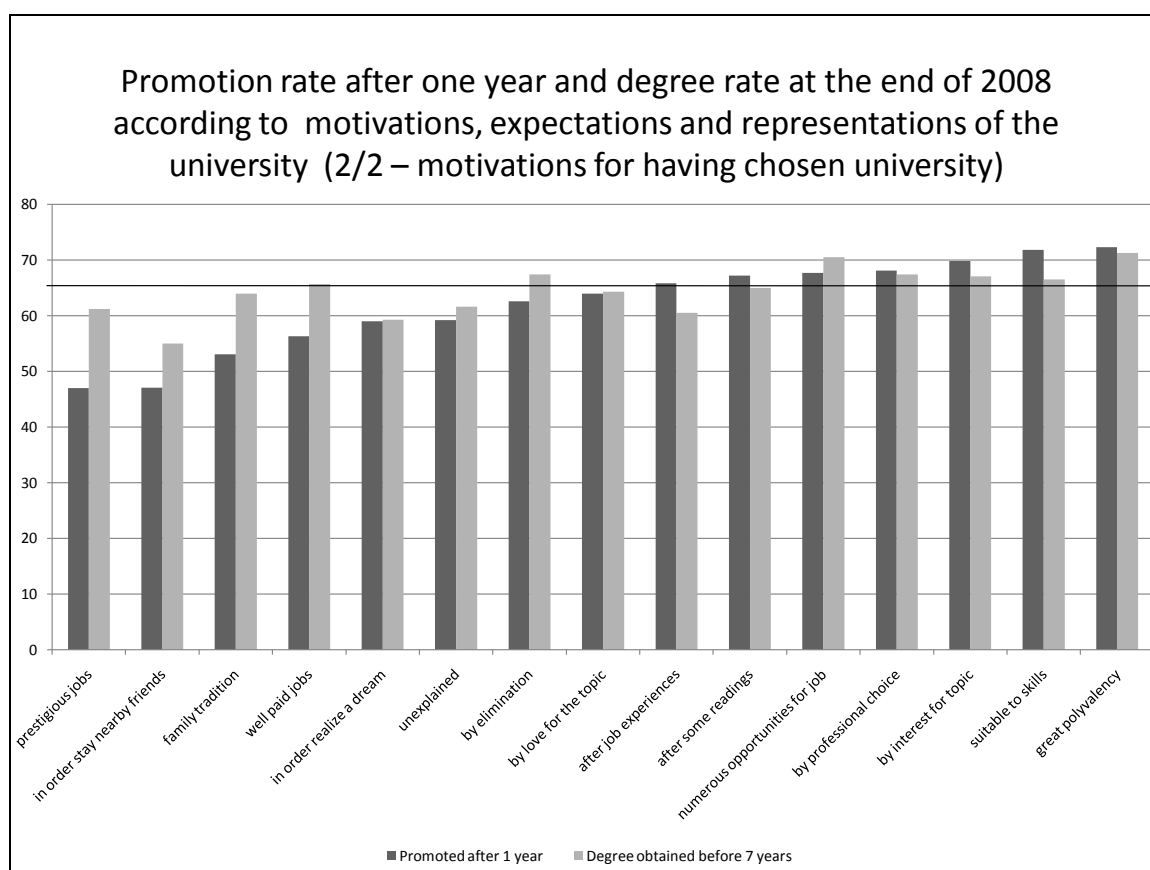
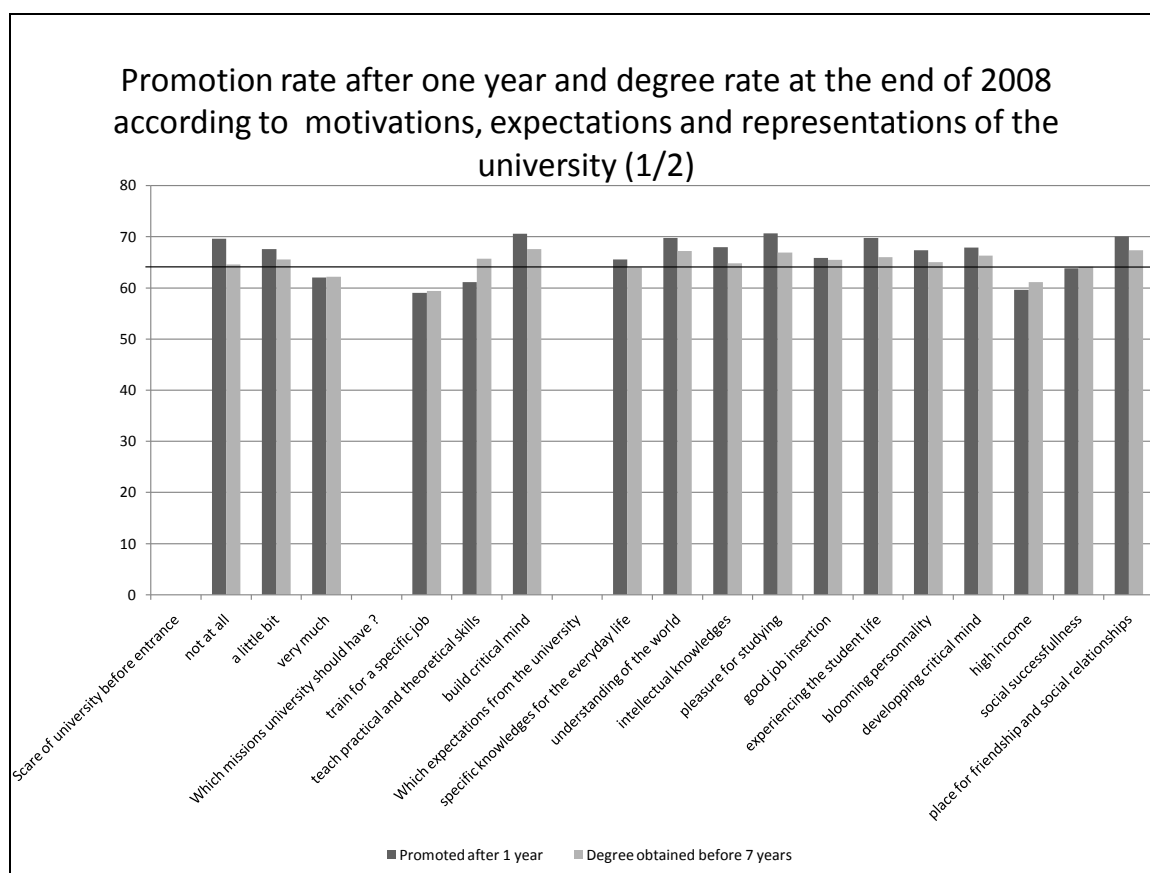
Promotion rate after one year and degree rate at the end of 2008 according to variables « entrance to UNIGE » (1/2)



Promotion rate after one year and degree rate at the end of 2008 according to variables « entrance to UNIGE » (2/2)







Which kind of factors are influent ?

- Nationality
- Year of birth
- Living conditions
- Remunerated activity
- Secondary school
- Interruption
- Previous university degree
- Faculty
- Conviction of having made the good choice
- Commitment in « student job » (particularly contacts with professors)
- To have diverse social insertions (relationnal, activities, leasure, job, institutionnal...)
- To aim polyvalency

Which factors are influent after 1 year ...but no longer (or less) influent after 7 years ?

- Interruption
- Entrance to UNIGE variables
- Social activities
- Job of student (« métier d'étudiant »)
- Motivations and expectations for university

**Logistic regression :
probability of having
been promoted after the
first university year**

	Coef.	Sig.
Year of birth		
1983-85	1.830	.000***
1982	1.456	.000***
1981	1.235	.000***
1980	1.180	.000***
1979	.558	.092
1975-78	.546	.080
1972-74	.635	.103
before 1972	---	---
Nationality		
Switzerland	1.347	.000***
Western Europe	1.096	.004**
Eastern Europe	.164	.719
Nord America	.817	.355
South (and central) America	.254	.652
Asia	1.164	.033*
Africa	---	---
Remunerated activity		
No activity	-.505	.002**
Regular activity (part time)	-.331	.033*
Regular activity	-1.428	.018*
Occasional activity	---	---
Faculty		
Medecine	-4.803	.000***
Sciences	-3.041	.000***
Economics	-2.728	.000***
Social sciences	-2.352	.002**
Law	-2.970	.000***
Psychology	-2.615	.001**
Education	-2.793	.000***
Art	-1.909	.012*
Translation	---	---
Convinced to have made good choice		
Totally	3.316	.000***
More or less	2.829	.000***
Not yet	2.204	.000***
Thinks choice may be wrong	---	---

**Logistic regression :
probability of having
obtained a basis degree
after seven year at the
university**

	Coef.	Sig.
Year of birth		
1983-85	1.656	.000***
1982	1.711	.000***
1981	1.586	.000***
1980	1.194	.000***
1979	1.082	.000***
1975-78	.840	.001**
1972-74	.898	.002**
before 1972	---	---
Faculty		
medecine	-.811	.029*
sciences	-.325	.338
economics	.204	.552
social sciences	.242	.457
law	.516	.143
psychology	-.565	.097
education	-.035	.921
arts	-1.219	.000***
translation	---	---
First year academic result		
promoted	2.995	.000***
repeater	.828	.000***
eliminated	-.541	.023*
giving up	---	---

How universities can assess employability skills?

Véronique PELT
Marie-Emmanuelle AMARA
Michèle BAUMANN

Internal project financed by the University of Luxembourg 2008-2010

12-14 November 2009

□ FACULTY OF LANGUAGE AND LITERATURE, HUMANITIES, ARTS AND EDUCATION



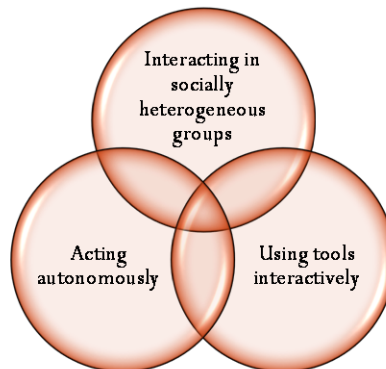
THEORY

Introduction : The Bologna Process

- Evolution of the university missions:
 - Guarantee students a quality of life favourable to their studies (European Council, 1997)
 - Promote employability skills (Bologna declaration, 1999)
 - Encourage and develop a participative process (Lisbon, 2000).
 - Evaluate their satisfaction (Berlin Communiqué, 2003)
 - Orientate and accompany students (Bergen Communiqué, 2005).

1. The key competences : an European priority

- 1970 : Departure of a new concept : “Competence”
- 1997 – 2009 : OECD Projects
 - DeSeCo: Definition and Selection of Competences. Its conceptual framework classifies competencies in 3 broad categories:



- It drove PISA: Program for International Student Assessment



The key-competencies

- 1999-2009: From Bologna to Leuven
 - UE assigned to the education system (including universities) new aims - among them the development of competences. There is now a link between higher education and the labour market



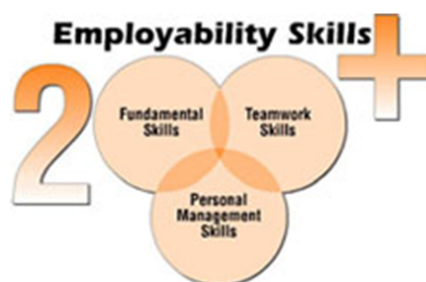
2. Sustainable employability: a new mission for the universities

- In 2000, Lisbon, universities were invited to include employability in their programs of study:
 - Student should acquire knowledge necessary for academic success, and the skills wanted by employers.
(knowledge + skills = competence)
- Employability becomes day after day a finality of study



3. Employability skills: Identify them to assess them

- 3 kinds of employability skills:
 - Multi-fields : such as communicating, working with others
 - Linked with a domain of speciality
 - Specific to the organisation or the employment
- CORCAN (key rehabilitation program of the Correctional Service of Canada-CSV integrated in The Conference Board of Canada-1998) concerns multi-fields skills. It proposed:



A. Fundamental Skills

Communicate

- Read & understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- Write & speak so others pay attention and understand
- Listen & ask questions to understand and appreciate the point of view of others
- Share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- Create a document
- Use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

Manage information

- Locate, gather and organise information using appropriate technology and information systems
- Access, analyse, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use numbers

- Decide what needs to be measured or calculated
- Observe and record data using appropriate methods, tools, and technology
- Make estimates and verify calculations

Think and solve problem

- Assess situations and identify problems
- Seek different points of view and evaluate them based on fact
- Recognise the human, interpersonal, technical, scientific, and mathematical dimension of a problem
- Identify the root cause of a problem
- Be creative and innovative in exploring possible solutions
- Readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
- Evaluate solutions to make recommendations or decisions
- Implement solutions
- Check to see if a solutions works, and act on opportunities for improvement



B. Personal Management Skills

Demonstrate Positive Attitudes and Behaviours

- Feel good about yourself and be confident
- Deal with people, problems, and situations with honesty, integrity, and personal ethics
- Recognize your own and other people's good effort
- Take care of your personal health
- Show interest, initiative, and effort

Be responsible

- Set goal and priorities balancing work and personal life
- Plan and manage time, money, and other resources to achieve goals
- Assess, weigh, and manage risk
- Be accountable for your actions and the actions of your group
- Be socially responsible and contribute to your community

Be adaptable

- Work independently or as part of a team
- Carry out multiple tasks or projects
- Be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- Be open and respond constructively to change
- Learn from your mistakes and accept feedback
- Cope with uncertainty

Learn continuously

- Be willing to continuously learn and grow
- Assess personal strengths and areas for development
- Set your own learning goals
- Identify and access learning sources and opportunities
- Plan for and achieve your learning goals

Work safely

- Be aware of personal and group health and safety practices and procedures, and act in accordance with them



C. Teamwork Skills

Work with others

- Understand and work within the dynamics of a group
- Ensure that a team's purpose and objective are clear
- Be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
- Recognize and respect people's diversity, individual differences, and perspectives
- Accept and provide feedback in a constructive and considerable manner
- Contribute to a team by sharing information and expertise
- Lead or support when appropriate, motivating a group for high performance
- Understand the role of conflict in a group to reach solutions
- Manage and resolve conflict when appropriate

Participate in projects and tasks

- Plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- Develop a plan, seek feedback, test, revise, and implement
- Work to agreed-upon quality standards and specifications
- Select and use appropriate tools and technology for a task or project
- Adapt to changing requirements and information
- Continuously monitor the success of a project or task and identify ways to improve

Employability skills 2000+

Fundamental Skills

- The skills needed as a basis for further development

Personal Management Skills

- The personal skills, attitudes, and behaviors that drive one's potential for growth

Teamwork Skills

- The skills and attributes needed to contribute productively

D. Assess employability skills : The final tool

From the Corcan, Statistics Canada created a self-evaluation instrument for university graduates, which can assess employability skills. It's comprises 6 items:

- writing
- critical thinking
- problem solving
- working effectively with others
- leading/supervising others
- ability to learn & use new technology

The evaluation is based on 3 components :

- Possession- Acquisition- Utilisation

METHOD

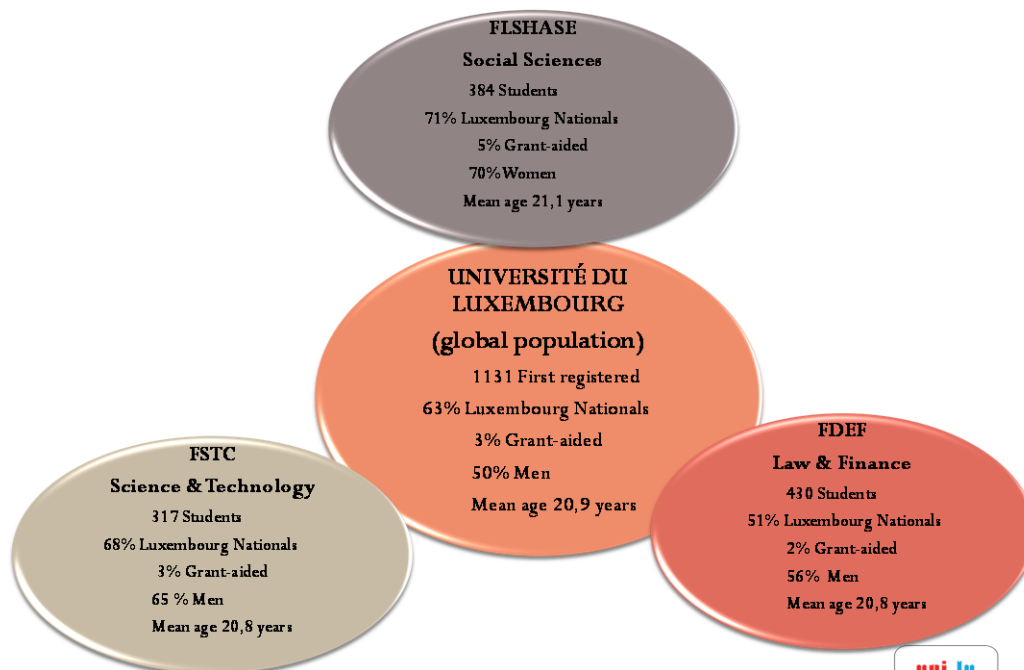
Students' QuALity of Life and Employability Skills

1. Aims and Objectives

- The SQALES project aims to help universities:
 - Create a tool for assessing employability skills (ES) and address issues raised by the Bologna Process and the European Higher Education Area (EHEA, European Council, 2009)
 - Create an evaluation device with which to establish benchmarks
 - Facilitate a dialogue between the all those involved in order to meet students' needs
 - Adopt new activities and make use of new resources
 - Compare themselves with other European universities
- Objectives of SQALES :
 - Describe ES, WHOQoL domains and socio-demographic characteristics
 - Analyse the links between ES and other variables
 - Determine how students feel about their faculty as reflected in the scores



2. Population



3. Methods

- **Ethics:**
 - The design of the study was approved by a research ethics committee
 - Participants were informed of the aim of the study and told that results would be published anonymously
- **Data collection: Online questionnaire**
 - Each student received a personal e-mail with an address for the web site
 - They could choose to complete the questionnaire in French, German or English

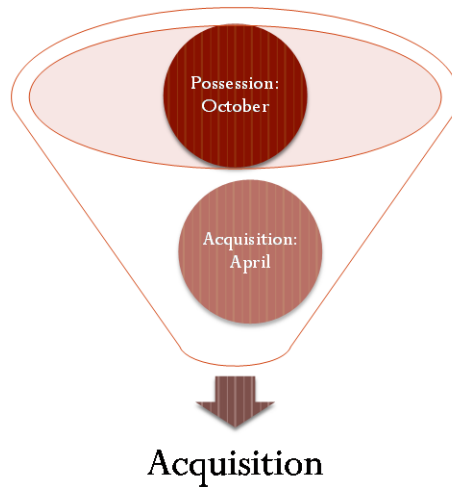


4. The Instrument

- **Sqales' questionnaire comprises 4 parts:**
 - Employability skills
 - Quality of life in 4 domains (physical, psychological, social relationships and environmental)
 - Socio-demographics characteristics (age, sex, parents' level of education & professional status...)
 - ECTS : 2 groups, under 25, and 25 or more: number require to succeed.
- **Students participated in two measures :**
 - one at the beginning of the first semester,
 - the second in the middle of the second semester.



Employability Skills in SQALES

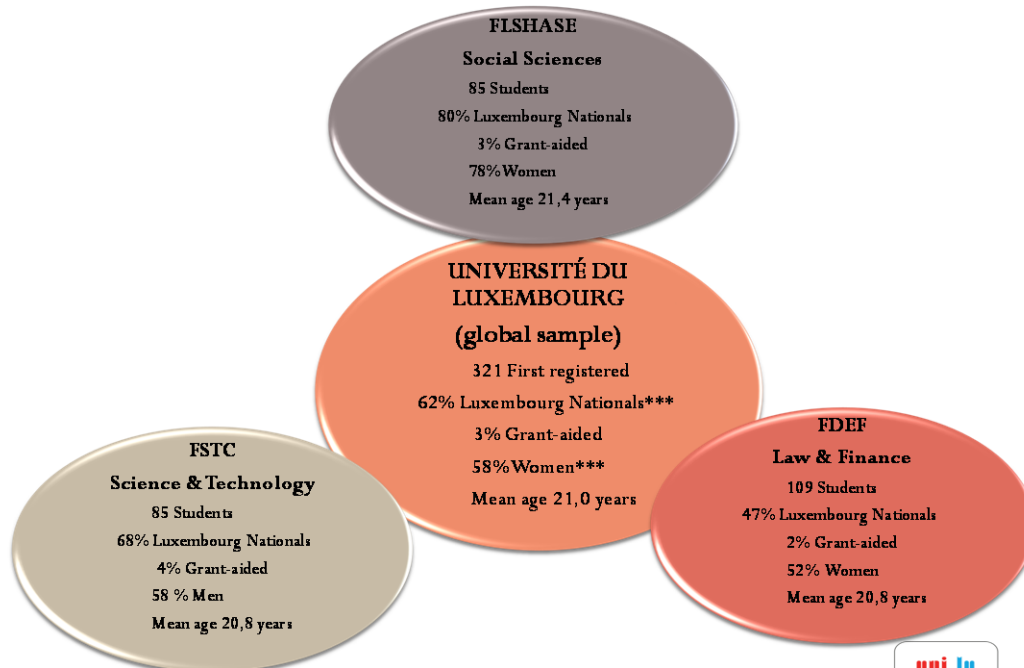


1. The results did not show significant differences.
2. Too difficult to administer two measures at separate times.

RESULTS 1

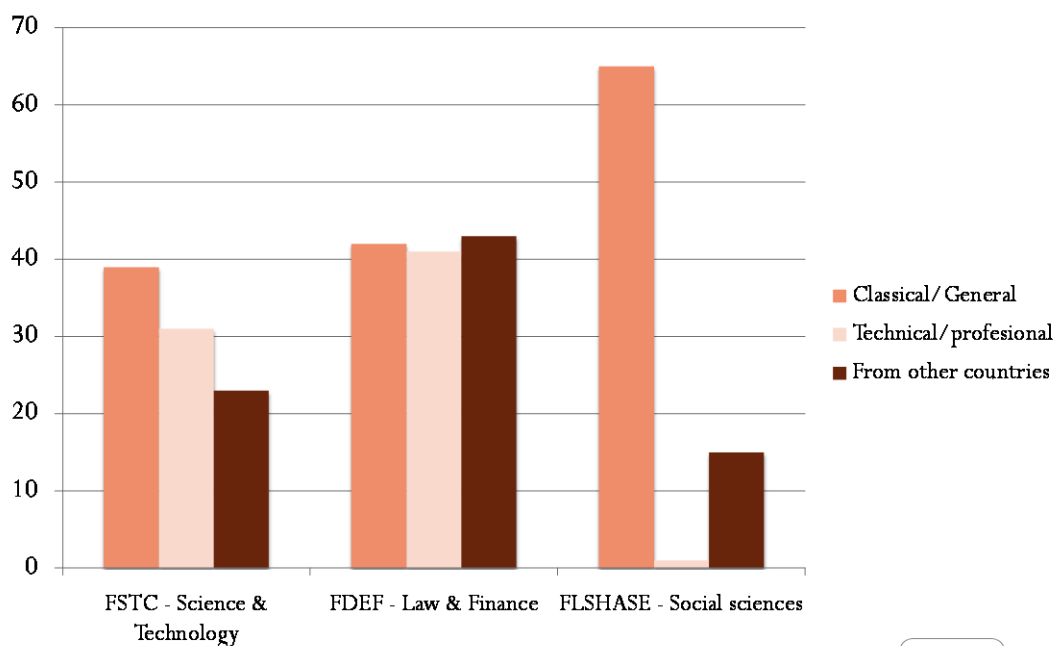
Socio-demographic characteristics

1. Samples



significant difference between the 3 faculties: *** $p < .001$; ** $p < .01$; * $p < .05$

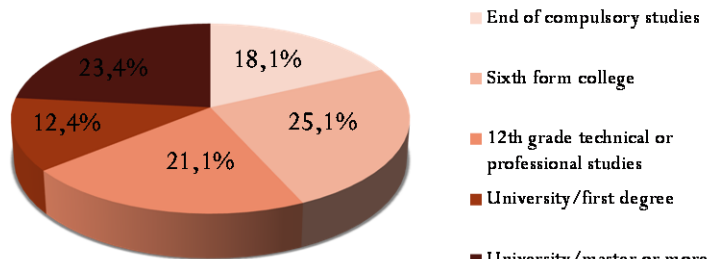
2. Diploma of secondary studies



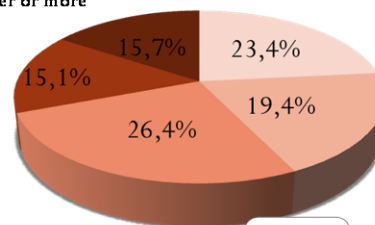
significant difference between the 3 faculties: *** $p < .001$

3. Level of education of students' parents

Father



Mother



significant difference between parents: *** $p < .001$

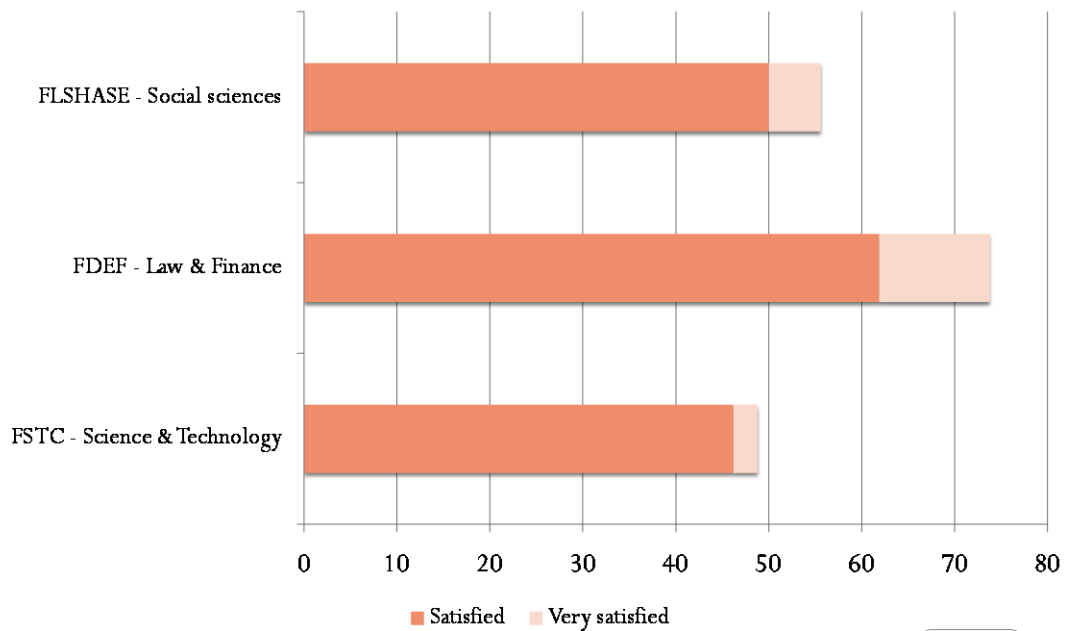


RESULTS 2

ECTS and Satisfaction



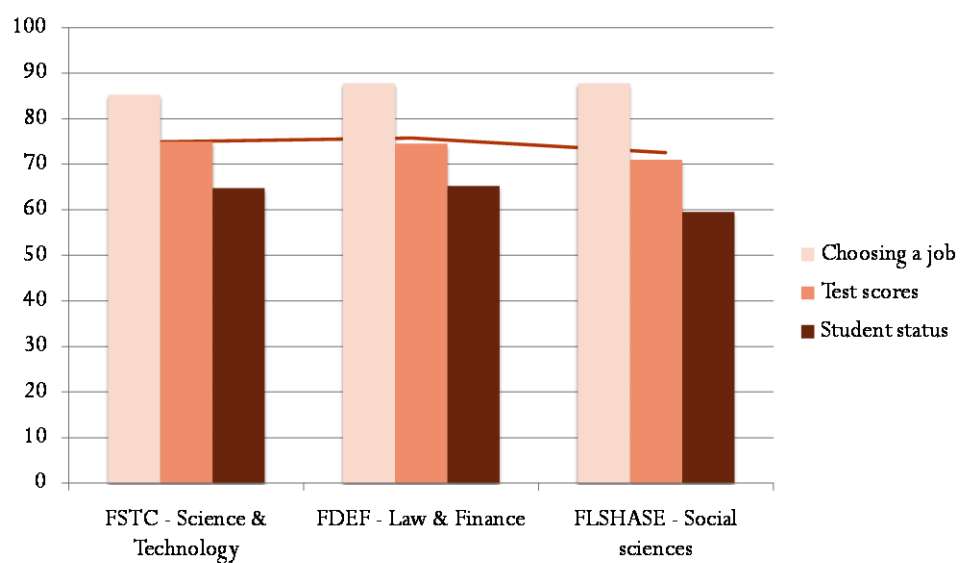
1. Satisfaction with the university's reputation



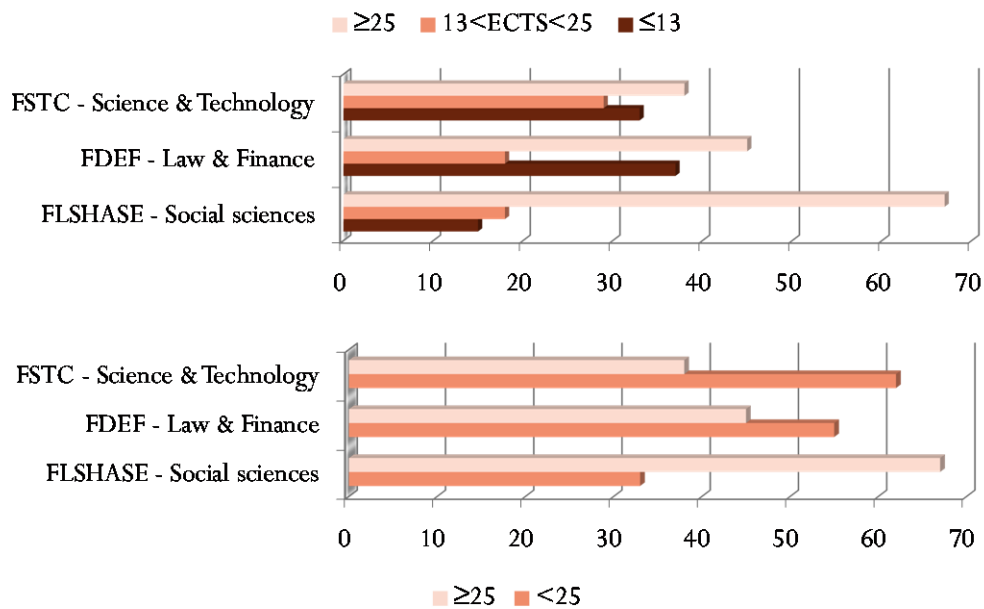
significant difference between faculties: $p=0,037^*$



2. Importance of job, test scores and student status



3. ECTS – European Credit Transfer System



significant difference between faculties: *** $p < .001$

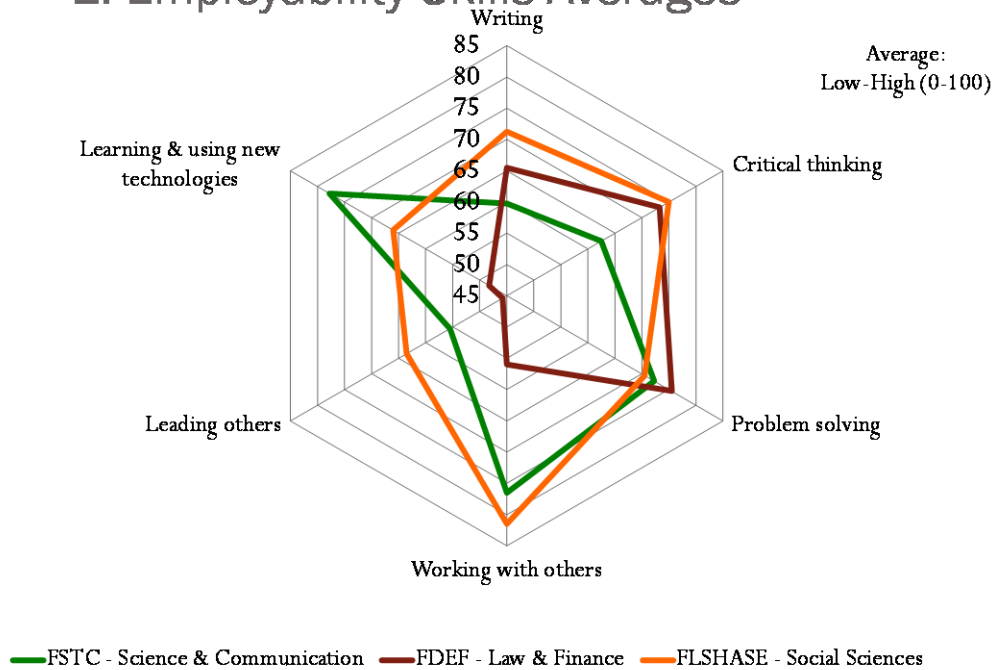


RESULTS 3

Employability skills and Whoqol
SQALES



1. Employability Skills Averages

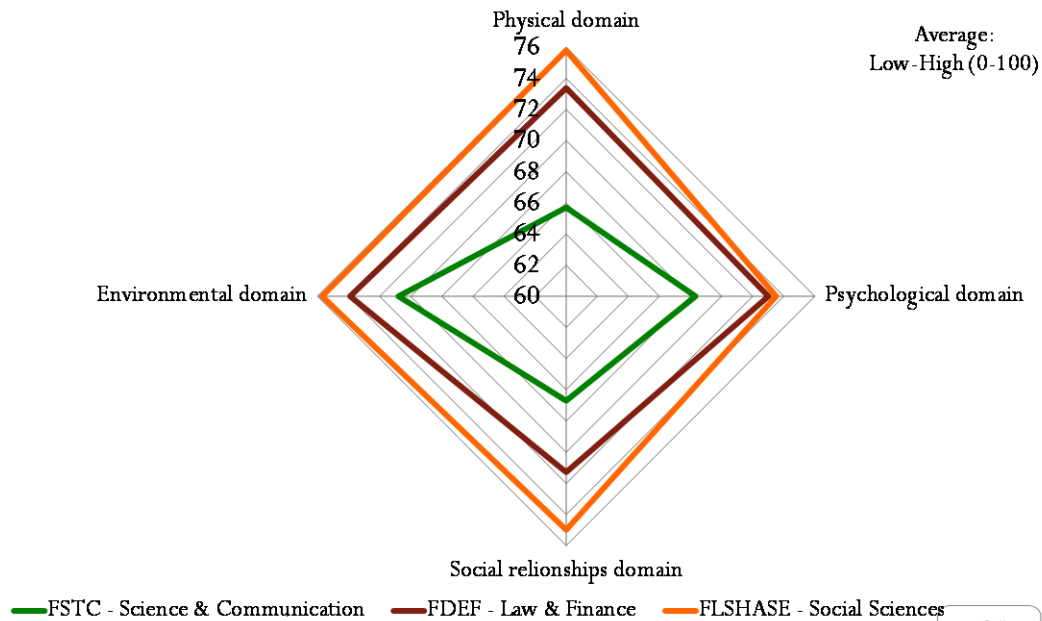


2. Employability Skills %

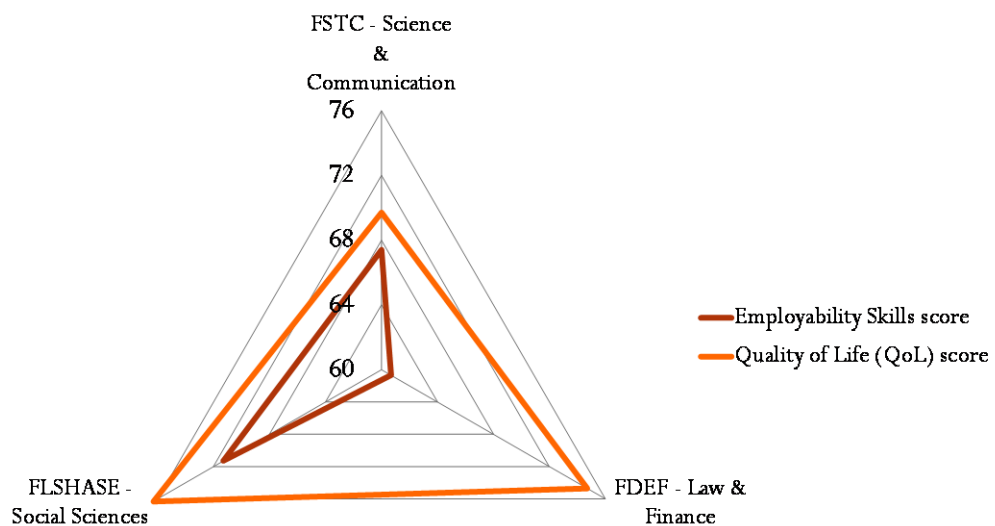
	FSTC Science & Technology	FDEF Law & Finance	FLSHASE Social Sciences
Writing	50,0%	59,5%	77,0%
Critical Thinking	61,1%	78,5%	76,9%
Solving problems	66,7%	85,7%	69,2%
Working effectively with others***	77,7%	42,8%	84,6%
Leading/supervising others*	38,9%	28,6%	51,3%
Ability to learn & use new technology***	94,5%	31,0%	58,9%

significant difference between the 3 faculties: ***p<.001; **p<.01; *p<.05

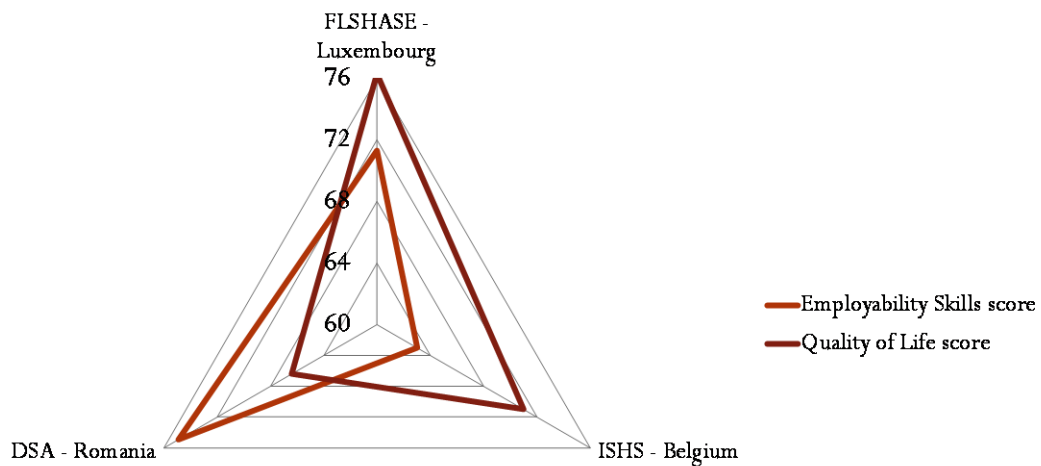
3. WHOQOL Domains



4. Employability Skills & WHOQOL Global Scores



6. Employability Skills & WHOQOL Global Scores from three Social Sciences Faculties in Europe



Conclusion

- Innovative step allowing an ethical debate:
 - This method integrates student and faculty framing.
 - It's ask student's opinion about employability skills acquired in university
- Still questions :
 - Does this tool include all competences needed by a student to be recruited?
 - How can we help university in its step to transmit these skills and to assess them?

Simply the Best?

Determinants for the further study of the first Bachelor graduates
Presentation for FREREF Workshop 2009: „The Bachelor – Changes in Performance
and Quality of Studying? Empirical Evidence in International Comparison.”
III. International Workshop at the University of Konstanz
November 12th –14th 2009

Dr. René Krempkow
Institute for Research Information and Quality Assurance, Bonn (Germany)
(former project head of the Freiburg Graduate Surveys, University of Freiburg)

in Cooperation with Holger Bargel
Konstanz Research Group on Higher Education, Konstanz (Germany)
(project member of the Konstanz Graduate Surveys, University of Konstanz)

General background

- Since the 2nd PISA survey was published, in Germany we have a little bit more discussion about inequality in the educational system.
- Also in the „Bergen declaration“ (2005) the social dimension was a relevant topic: There was repeated, equal access to HE is an important goal.
- And after the finance crisis we have a debate about (the get lost of) meritocratic selection „of the best“ for leading positions.
- Actual (Nov. 11th), the German minister of education, Anette Schavan, said in German Parliament: „All children and young people must have the same chances in the educational system.“ (ddp 2009)
- Experts say: For the future also demographic trends are potential reasons to force the decrease of inequality.

⇒ For that reasons we should have a look to the potential inequality of the new threshold in the educational system: the transition from BA to MA.



Institut für Bildungsforschung und Qualitätsforschung

Krempkow 2009

Outline

1. **Concept of the Freiburg Graduate Surveys**
2. **Data base for the analyses**
3. **Identifying factors influencing further studying**
4. **Results of the First Survey (2007) and the Second Survey (2008)**
5. **Konstanz results (2008 and 2009)**
6. **Interpretation of results**



Institut für Bildungsforschung und Qualitätsforschung

Krempkow 2009

Concept of the Freiburg Graduate Surveys

Graduate Surveys as an instrument for quality assurance

(especially for outcome evaluation, see Krempkow/Wilke 2009, according to Teichler/Schomburg 1997)

Goals:

1. Adequate interpretation of results only through comparison with other HEIs and more general national data (see Teichler 2003)
 2. Account for individual characteristics through institution-specific and programme-specific surveys (see QM-literature)
- **Nationwide “Core Questionnaire”** constructed in cooperation with 58 german universities/ INCHER Kassel and **institution-/ programme-specific adaptations** (about 10% of questions)



Krempkow 2009

Data base for the analyses

First Survey: „Bachelor Pilot Survey 2007“ of Freiburg

- Bachelor graduates finished their study in 2004/05 and 2005/06 in all study programmes containing more than 20 graduates, entire target population (bachelor pilot survey for the Freiburg Graduate Surveys)
- Response rate: 73% (70 respondents)

Second Survey: „Freiburg Graduate Survey 2008“

- Graduates finished their study 2006/07 in 7 faculties of the Freiburg University, entire target population
- Response rate: 51% (about 1000 Respondents at all, included 70 bachelor; here only the bachelor graduates analysed)
- Representativity: A comparison and test of relevant aspects of the sample showed no significant differences between the sample and the population of all graduates of the University and in the faculties

⇒ in the questionnaires of both Surveys almost all the same questions were used



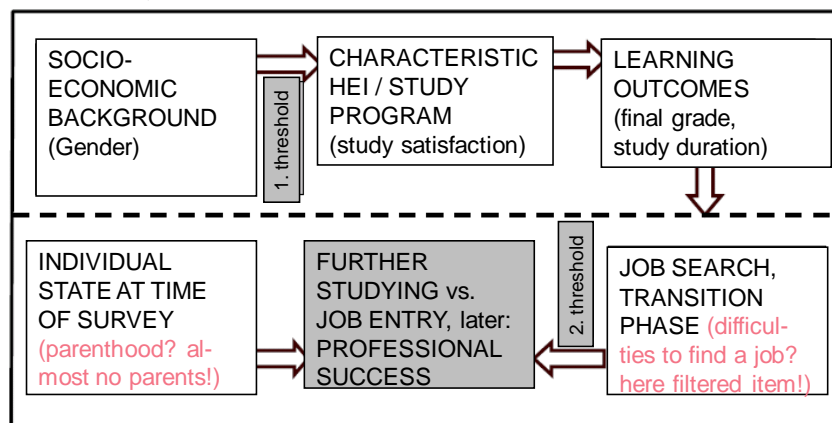
Krempkow 2009

Identifying factors influencing further studying

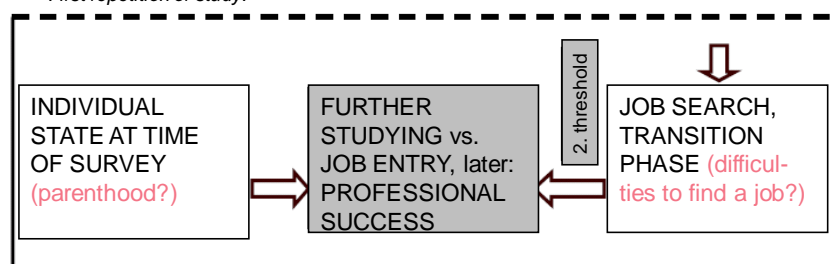
- In a new „Master-study“ funded by the „Stifterverband“ (Fricke 2009) was written: For the most HEI the **BA final grade determines the access to the Master** study programs
- In the statistic of the German Rectors Conference (1/2009) was written: Female percentage decrease from the BA graduates (54%) to the MA students (44%, data base: last two years: 2007/08 and 2006/07). => **Gender determines the access?**
- **What is true?**
- Answer with focus on the single HEI, because its potential to change inequality in study programs (depending on the study environment)
- Multivariate (correlatory) analysis allows identifying factors influencing further studying (as dependent variable). Example: Is there a meritocratic selection (e.g. measured by final grades, study duration or is there a social selection (e.g. measured by gender, social background)?
- This information is independent from (subjective) self-assessment of graduates (see also Krempkow/Wilke 2009)
- First the basic model, after this some descriptive results to show the differences, later the results of multivariate analysis (logistic regression)

Basic model of influencing factors on further studying

One time study:



First repetition of study:



Results of the First Survey (2007)

Graduates further studying after the BA: Simply the Best?

Descriptive Results (n=70)	final grade (mean)*	study satis- faction (mean)	study duration (mean)*	gender (% male)*
Further Studying: No (n=30)	2,0	2,5	6,7	40
Yes (n=40)	1,8	2,5	6,3	15

Logistic regression for further studying (Nagelkerkes R ² =,224, n=64)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	-,339	,979	,322
Study satisfaction (1=positively evaluated)	-,118	,068	,794
Gender (male=1)	1,493*	4,459	,035
Final grade (1=best grade)	-1,646*	3,717	,054
Sport Sciences (dichotom)	1,134	,483	,487
Frankomedia/ French Sciences (dichotom)	1,088	,432	,511
Education Planning/ Educ. Science (dichot.)	1,143	,517	,472
Constante	2,300	,698	,404



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Results of the added Surveys (2007+2008)

Graduates further studying after the BA: Simply the Best?

Descriptive Results (n=140)	final grade	study satisfaction	study duration	gender (% male)**
Further Studying: No (n=75)	1,88	2,4	6,48	39
Yes (n=65)	1,82	2,4	6,32	16

Logistic regression for further studying (Nagelkerkes R ² =,25, n=127)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	-,040	,025	,875
Study satisfaction (1=positively evaluated)	-,101	,124	,724
gender (male=1)	1,391**	7,586	,006
Final grade (1=best grade)	-,810	1,587	,208
Sport Sciences (dichotom)	,755	1,200	,273
Frankomedia/ French Sciences (dichotom)	,393	,340	,560
Education Planning/ Educ. Science (dichot.)	,702	,917	,338
examination year/ cohort	-,767**	7,119	,008

Gender and cohort are the relevant variables in the Freiburg Graduate Surveys.



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Konstanz Data base for the analyses

Survey 2008:

Graduates finished their study 2006/07 in all faculties of the Konstanz University, entire target population

- Response rate: 45% (about 686 Respondents at all, included 187 bachelor; here only the bachelor graduates analysed)
 - Representativity: A comparison and test of relevant aspects of the sample showed no significant differences between the sample and the population of all graduates of the University and in the faculties
- ⇒ In the questionnaire almost all the same questions were used as in the Freiburg Graduate Survey (and as in the INCHER Cooperation project)

Survey 2009:

Graduates (only Bachelor) finished their study 2007/08 in all faculties of the Konstanz University, entire target population

- Response rate: 61% (338 Respondents)
 - Representative
- ⇒ Different questionnaire in most parts, this Regr. model not possible



Institute for Educational Research and Quality Management

Bargel 2009

Results of the Konstanz Survey (2008)

Descriptive Results (n=184)	final grade	study satisfaction	study duration	gender (% male)*
Further Studying: No (n=36)	1,96	2,36	6,77	25,0%
Yes (n=148)	1,85	2,20	6,34	37,2%

Results of the Konstanz Survey (2009)

Descriptive Results (n=286)	final grade	scientific interest	study duration	gender (% male)*
Further Studying: No (n=41)	2,10	4,15	7,20	26,8%
Yes (n=245)	1,82	2,88	6,56	40,8%



Institute for Educational Research and Quality Management

Bargel 2009

Results of the Konstanz Survey (2008)

Logistic regression for further studying (Nagelkerkes $R^2=.21$, $n=178$)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	,344	3,088	,08
Study satisfaction (1=positively evaluated)	,015	,003	,95
Gender (male=1)	-,384	,469	,49
Final grade (1=best grade)	,966	3,325	,07
"Mint"-Subjects (dichot.)	-23,266	,000	1,00
Humanities (dichot.)	-22,586	,000	1,00
Language/Literature Studies (dichot.)	-21,298	,000	1,00
Literature-Art-Media (dichot.)	-20,910	,000	1,00
Political-/Administrative Science (dichot.)	-23,158	,000	1,00
Constante	17,211	,000	1,00

In this model some problems occurs to the subject variables. Model with alternative subject codes was used (higher aggregation level).



Institut für Empirische Sozialforschung

Bargel 2009

Results of the Konstanz Survey (2008), with alternative subject code

Logistic regression for further studying (Nagelkerkes $R^2=.13$, $n=178$)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	,353	3,496	,062
Study satisfaction (1=positively evaluated)	-,054	,044	,834
Gender (male=1)	-,278	,348	,555
Final grade (1=best grade)	,859	2,960	,085
Mathematics&Natural Sciences (dichot.)	1,433	4,072	,044
Political-/Administrative Sciences (dichot.)	1,108	3,798	,051
Constante	-7,262	14,639	,000

In this model no problems occurs to the subject variables (now in higher aggregation level). The subject „culture“ is a significant influencing factor (as we expected).



Institut für Empirische Sozialforschung

Bargel 2009

Interpretation of results (Freiburg & Konstanz)

- **Influencing further studying for the first BA graduates?**
 - ⇒ Gender: relevant, but influence not in the same direction
 - ⇒ Final grade: Not simply the Best are recruited for further studying
 - ⇒ But it is different in HEI/ in cohorts (and in study programs), in Konstanz more meritocratic selection, in Freiburg more gender selection (male), reasons have to be further analysed
- **Prospects for further analysis?**
 - ⇒ When it is different in HEI, in cohorts (& in study programs): Can it be analysed by national means or national statistics?
 - ⇒ In future: Scientific Use Files from the INCHER-cooperation-project allows better to analyse the influence of HEI, and with institutional data: multi-level-analyses are possible (Mplus)
 - ⇒ Further question: Can we and if yes: How can we separate Self- and External-selection? (see Krempkow 2009)



Institute for Research in Quality Management

Krempkow 2009

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Institute for Research in Quality Management

Krempkow 2009

Sources / Further information (2)

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**Commercialization of Higher Education in Ukraine: an analysis
of the possibilities to become a Bachelor.**

- **MAIN DEVELOPMENTS**
- **in the Higher Education System of Ukraine 2007-2009**

- Ukraine joined the Bologna Process in 2005. Key developments since then include: approval of an action plan on Quality Assurance in higher education; amendments to the law on HE has been prepared according to Bologna provisions and recommendations; Ukraine has become a governmental member of the European Quality Assurance Register.
- Future challenges include: introduction of the innovative institutional structure, threecycle system and joint degrees; establishing programmes for foreign students; aligning university programmes with Bologna structure; development of the national qualifications framework for lifelong learning; creating mechanisms for recognition of prior learning; implementation of the Diploma Supplement in the EU/CoE/UNESCO format; creation of the national QA agency; increasing outward and inward mobility; assuring portability of student grants and loans; provision of equal access to higher education; curriculum reform with a view to the needs of employers; promotion of cultural values and democratic ideals.

BOLOGNA SCORECARD – UKRAINE – JANUARY 2009

DEGREE SYSTEM

IMPLEMENTATION OF DEGREE SYSTEM

1. Stage of implementation of the first and second cycle	5
2. Access to the next cycle	5
3. Implementation of national qualifications framework	1

QUALITY ASSURANCE

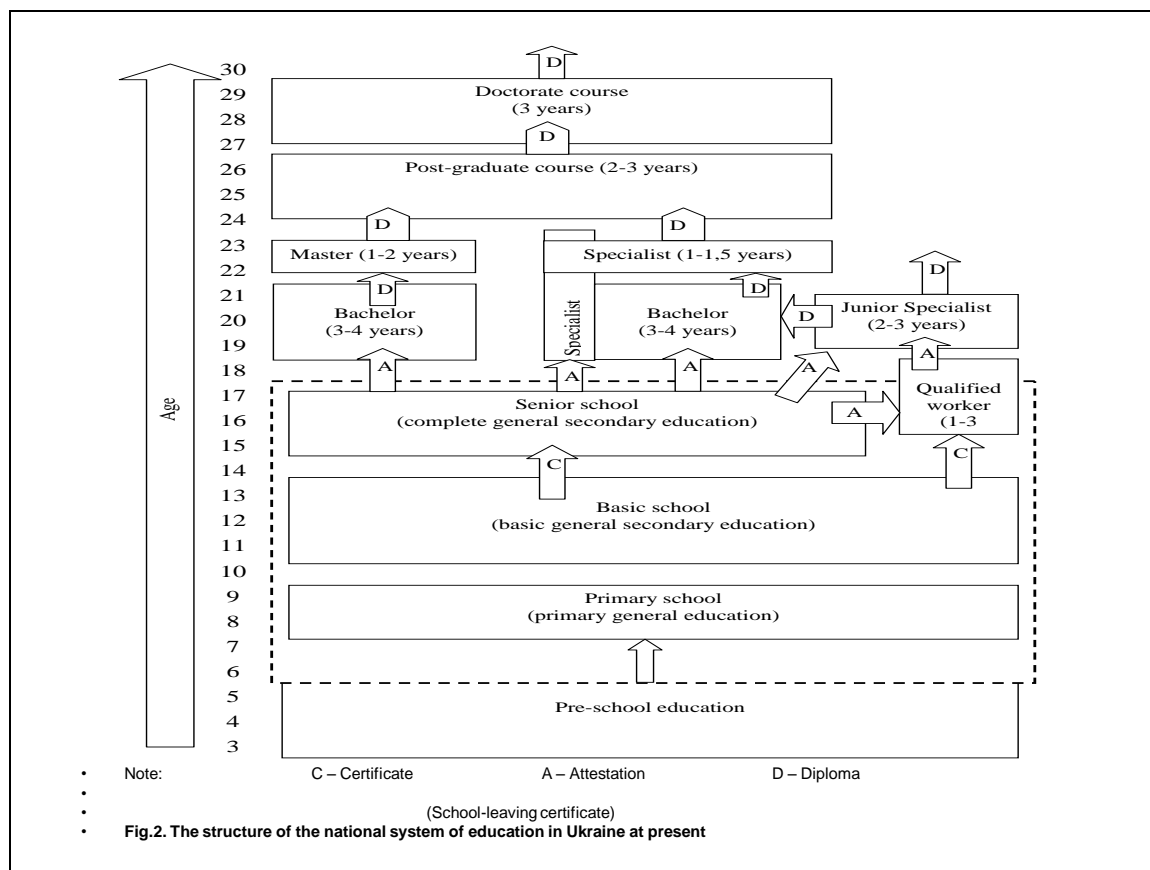
NATIONAL IMPLEMENTATION OF STANDARDS AND GUIDELINES FOR QA IN THE EHEA

4. Stage of development of external quality assurance system	3
5. Level of student participation in quality assurance	5
6. Level of international participation in quality assurance	2

RECOGNITION

7. Stage of implementation of diploma supplement	1
8. National implementation of the principles of the Lisbon Recognition Convention	3
9. Stage of implementation of ECTS	5
10. Recognition of prior learning	2

Source: Bologna Stocktaking Report - 2009: country summary and the scorecard based on Ukraine's national report on the implementation of the Bologna Process



Dramatic social consequences of the present situation of increasing commercialization of HE institutional system in Ukraine

- The first dramatic consequence is determined by limitations of the state's budget concerning education programs. It is well-known that in former USSR education of all students was covered by budget resources. But in 2007 only near 60% bachelors from the state's academies and universities were educated by budget money. Another part of bachelors were educated on commercial base. Small size of the student's fellowship - 33USD (165 grn) was only near 30% of minimal living standard.
- Second dramatic consequence is determined by limitations of the family budget. According to recent sociological data 67% families identify themselves as "poverty-stricken families". Annual income of such families is near 2400USD. But annual payment for bachelor education in the most part of HE institutions has relative size – from 500 to 1500 USD. Small annual income is a real obstacle to obtain education loan from bancs. Today only 10-15% families in Ukraine have sufficient money for payment 2000-4000 USD for bachelor education at elite universities.

Paul Kellermann/Nov.2009

Higher Education Politics in Europe: A Critical Discussion

- I Description
- II Discussion
- III Conclusions

I Description

- 1 The Idea of the Past: The Cooperative University
- 2 The Current Policy: The Competitive University

2

1 The idea of the past: the cooperative university

- 1.1 The „evolution“ of the idea to an ideal
- 1.2 The essentials of the idealistic concept

3

1.1 The „evolution“ of the idea to an ideal

- 1088 Bologna I: Founding of the first European University. The beginning of the civil society: the need for regulation of trade by laws, interest in medicine and theology.
- 1810 Berlin: The construction of a model university (Wilhelm v. Humboldt). The principles: universitas magistrorum et scholarium, connection of research and teaching, formation of cultivated personalities.
- 1988 Bologna II: Magna Charta Universitatum. (900 year anniversary of the university – celebration with 388 rectors and presidents of the universities of the world). General confirmation of the principles of the Humboldt-type university.
- 1998 Sorbonne: Declaration of four European ministers in charge of universities (Italy, France, Germany, United Kingdom). Aims: Transparency of European studies, curricula, marks and graduations in order to facilitate mobility of students and employability of graduates throughout Europe.
- 1998 Glion: Declaration of US-American and European university leaders on the essentials of the university.

4

1.2 The essentials of the idealistic concept

- universitas/ community (magistrorum et scholarium, litterarum, scientific community)
- autonomy/freedom
- public alimentation
- interdependency of research and teaching
- development of well cultivated personalities

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2 The current policy: the competitive university

2.1 General increase of higher education

2.2 The shift from the cooperative to the competitive university

2.3 Keywords of Bologna III

2.4 National university laws

6

2.1 General increase of higher education

- Increase of students: e.g. in Austria between 2001 and 2007 from 197.000 to 253.000 (28%) – competition because of restricted access.
- Increase of graduates: e.g. in Austria between 2001 and 2007 from 17.000 to 25.000 (47%) – competition in regard to grades and titles.
- Increase of academic jobless: e.g. in Austria between Oct. 2008 and Oct. 2009 from 6.700 to 8.500 (27%) – competition even in regard to precarious employment and self-employment (BA-graduates: 136 to 293 = 115%)

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2.2 The shift from the cooperative to the competitive university

- The effective means according to the Magna Charta Universitatum (Sept. 1988, "Bologna II") are "1. To preserve freedom in research and teaching, the instruments appropriate to realise that freedom must be made available to all members of the university community. 2. Recruitment of teachers, and regulation of their status, must obey the principles that research is inseparable from teaching. 3. Each university must – with due allowance for particular circumstances – ensure that its students' freedoms are safeguarded, and that they enjoy concessions in which they can acquire the culture and training which it is their purpose to possess. 4. Universities – particularly in Europe – regard the mutual exchange of information and documentation, and frequent joint projects for the advancement of learning, as essential to the steady progress of knowledge."
- The explicit goal of the Sorbonne Declaration (1998) is "to make our higher education schemes clear to all. In the graduate cycle there would be a choice between a shorter master's degree and graduate degrees, appropriate emphasis would be placed on research and autonomous work."

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cont. 2.2

- The "Project Report prepared for the Bologna Conference on 18-19 June 1999" stated: "Hence the Sorbonne Declaration is not only about academic recognition or comparability *per se*: the *raison d'être* of the debate is intimately linked to the emergence of an ever more European and indeed international labour market." In introducing the market dimension, the article imputes: the Sorbonne Declaration "is a plea for Europe to take up its full role in the world markets of knowledge and education."
- The "Presidency Conclusion, Lisbon European Council, 23 and 24 March 2000" proclaimed "... to become the most dynamic and competitive knowledge based economy of the world" by 2010.
- The "Communication from the Commission to the Council in the European Parliament" (November 21, 2003): "Europe must become more competitive." (: 1) "The European educational and training systems show structural weaknesses and require urgent reform to achieve the Lisbon Strategy goal."

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2.3 Keywords of Bologna III

mobility, BA/MA/PhD and specifically employability

- *"... employability rather than instruction is becoming the keyword for the development of a competitive Europe" (Andris Barblan, Secretary General, Association of European Universities, April 17, 1999).*
- *"Adoption of a system of easily readable and comparable degrees ... in order to promote European citizens` employability and the international competitiveness of the European higher education system." (Joint declaration of the European Ministers of Education – Convened in Bologna on the 19th of June 1999)*
- *"... From the three aims underpinning the Bologna Declaration, enhanced employability seems to be the strongest source of change and reform in higher education." (Haug/Tauch 2001: 26)*

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2.4 National university laws

- New Public Management
- controlling, evaluation
- numerus clausus (restricted access)
- competition (best students, best instructors, best researchers)
- financing (public/private, tuition/fees, fund raising)
- accreditations
- private institutions

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II Discussion

1 Problems of a common understanding of the central concepts

2 Alternatives of tasks and aims of studies and universities

12

1 Problems of a common understanding of the central concepts

- education (transitive/intransitive, process/result, organized/institutional/“hidden“)
- work (paid/unpaid, individually/collectively)
- time and life (independent variable/socially constructed, (alien/self-satisfactory)
- values (exchange/use value, money oriented/end in it-self)

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2 Alternatives of tasks and aims of studies and universities

- „bread-and-butter academic“ vs. „philosophical mind“ (Friedrich Schiller, Jena 1789)
- instruction and training vs. studying and learning
- push vs. pull
- exchange vs. use value
- living for learning vs. learning for living
- employability vs. professional competences
- fees vs. salary
- business vs. science
- money vs. knowledge
- commodity vs. public good
- etc.

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III Conclusions

1 Contradictions

2 Purposes and conditions of university studies

15

1 Contradictions

- Mobility according to Bologna III and restricted access to universities generally and specially by highly differentiated curricula
- Employability as the essential purpose of Bologna III and the deficit of appropriate jobs, neglecting the fact that also the self-employed professions are still studying at universities
- To introduce the BA-studies in order to shorten the duration of studies and the fact that most of BA-graduates continue with a MA-study.
- To expect the BA-study could perform specialists in academic fields although all areas of sciences are complex
- To ask for „entrepreneurs“ but to offer studies for employees
- Disfranchisement of students in regard to self-organisation, self-responsibility, self-decision vs. the need of creativity, activity and initiative as highly qualified workforce
- Possible chances for improvements of studies by some elements of Bologna III and their implementations by national, regional, local even single institutional regulations
- Profit oriented private institutions vs. universities with public/societal missions

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2 Purposes and conditions of university studies

- In the frame of the long history of the social division of labour the university became a special institution with a specific purpose – first, to interpret and teach historically transmitted knowledge (law, philosophy, theology, medicine ...), later to create respective knowledge by research and to offer studies. During this development particular schools (faculties) emerged inside the university, each with special work perspectives. This differentiation is presently neglected in favour of „moneyism“, the predominant thinking and acting in money categories and numbers.

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Cont. 2

- Taking into account the essentials for successful studying, teaching and research at the university, the basic conditions are intrinsic motivation for the respective effort on the side of the individual and stimulating social and cultural environment and appropriate equipment on the side of the institution.
- Three types of study motivations
 - Curiosity: interest, joy, need regarding a special study field
 - Life consciousness: experience of a special segment of life
 - Status: an essential means for getting a privileged position



**FREREF, ATELIER-PROJET WP3 1,
« TRANSITION FROM UNIVERSITY TO THE
PROFESSIONAL WORLD: THE CASE OF THE
PhD»**



**Transition from Higher Education to the labor market: questions and interests
(Project of the Atelier at Summer University of FREREF and LLL)**

Atelier-Project- W.P.1.3



- «Transition entre Université et monde professionnel: *le cas du docteur de recherche* » 2007-2010
- Countries partners: Italy, France, Romania, Belgium, Allemagne, Poland, Spain;
- Website: universitaitalia@eu (Lifelong learning Professione: Dottore di ricerca)
- Commission européenne-Organisation FREREF
- Leonardo Program
- Regions for Lifelong Learning-Project: 133802-LLP-2007-BE-LNW

Cà Foscari University of Venice-
Interatheneum Center for the Didactics
Research and Advanced Training

The problem



The main aim of this project is the establishment of a valuing, encouraging and facilitating policy for the professionalization of the PhD's. Looking to the Lisbon Process and European Union indications, (Boulogne, Bergen 2005, Salzburg 2005, Londra 2007), the outline of the PhD gains a strategic value for the innovation and the development in the new contexts created by the knowledge society, by the mobility and transition conditions, by the new markets of the knowledge workers, by the knowledge globalization. Also in the protected sectors traditionally requested to the researchers work now become necessary more ambitious achievements, as pluralism, complexity, flexibility, skills and competences for the intellectual production, interaction and integration between processes and practices, but most of all a new research dimension, oriented to the developing and the change.

Cà Foscari University of Venice-
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- Doctoral training has gained increasing importance in the context of the Bologna Process since the Berlin Communiqué (2003) which, on a recommendation from EUA, included doctoral programmes as the 'third cycle' following the bachelor and master levels. At the same time, doctoral programmes also form the first phase of younger researchers' careers and are thus central to the drive to create a Europe of knowledge, as more researchers need to be trained than ever before if the ambitious objectives concerning enhanced research capacity, innovation and economic growth are to be met.
- This report, entitled "Doctoral Programmes for the European Knowledge Society", aims to provide EUA members and other stakeholders in higher education and research with a broad view of the current landscape of doctoral programmes in Europe. EUA is grateful to the support received from the European Commission's Socrates Programme and is particularly indebted to the forty-eight institutions and to the committed individual academics who participated so actively and enthusiastically in this study.

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- Preliminary results were presented during the Bologna Seminar on Doctoral Programmes held in Salzburg, Austria, in February 2005 where "ten basic principles" for the third cycle were identified that found their way into the Bergen Communiqué adopted by Education Ministers meeting in May 2005. These principles have become an integral part of the next phase of the Bologna Process and EUA has received a mandate to develop them further and present its findings to the Ministerial meeting in London in 2007.
- The EUA project on doctoral programmes marks an important first step in the Association's work on this crucial subject. Doctoral training and the career development of young researchers belong to the core mission of universities and, as the voice of European universities, EUA will continue to address these issues, stimulate debate in the academic community and work to influence the policy agenda on behalf of its members.
- Professor Georg Winckler EUA President

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Salzburg's recommendations



- **1. La componente centrale del dottorato è l'avanzamento della conoscenza attraverso ricerca originale. Al tempo stesso, il dottorato deve intercettare in misura crescente le necessità di un mercato del lavoro più ampio di quello strettamente accademico.**
- *(The core component of doctoral training is the advancement of knowledge through original research. At the same time it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia.)*

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- **2. Integrazione nelle strategie istituzionali:** le università, come istituzioni, devono assumersi la responsabilità di garantire che i programmi di dottorato e di avviamento alla ricerca che esse offrono siano disegnati per rispondere alle nuove sfide e per aprire opportunità di adeguate carriere professionali.
- *(Embedding in institutional strategies and policies: universities as institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and include appropriate professional career development opportunities.)*



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- **3. L'importanza della *diversità*:** la ricca diversità di programmi dottorali in Europa – incluso di dottorati congiunti – è un punto di forza che deve essere valorizzato attraverso la qualità
- *(The importance of diversity: the rich diversity of doctoral programmes in Europe - including joint doctorates - is a strength which has to be underpinned by quality and sound practice.)*
-
- **4. Dottorandi come ricercatori in erba,** da riconoscere come professionisti con diritti commisurati – che danno un contributo chiave alla creazione di nuova conoscenza.
-
- *(Doctoral candidates as early stage researchers: should be recognized as professionals – with commensurate rights - who make a key contribution to the creation of new knowledge.)*



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5. Il ruolo della *supervisione* e della *valutazione* dei dottorandi: i relativi accordi dovrebbero essere formalizzati in un contratto fra dottorando, supervisore ed istituzione.




(The crucial role of supervision and assessment: in respect of individual doctoral candidates, arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution.)


6. Massa critica: i dottorati dovrebbero tendere a raggiungere una massa critica – da grandi scuole dottorali nelle università maggiori a collaborazioni internazionali, nazionali o regionali fra università.

(Achieving critical mass: Doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts and in particular across larger and smaller European countries. These range from graduate schools in major universities to international, national and regional collaboration between universities.)

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- **7. Durata:** i dottorati dovrebbero operare entro una durata prefissata (3-4 anni) 
- *(Duration: doctoral programmes should operate within an appropriate time duration– three to four years full-time as a rule).*
-
- **8. Innovazione:** affrontare la sfida della multidisciplinarietà e dello sviluppo di competenze trasferibili
- *(The promotion of innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills.)*

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- **9. Aumentare la mobilità:** i dottorati dovrebbero offrire mobilità geografica ma anche interdisciplinare ed intersettoriale, entro un contesto di collaborazione fra università ed altri partner 
-
- *(Increasing mobility: Doctoral programmes should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration within an integrated framework of cooperation between universities and other partners.)*
-
- **10. Risorse:** lo sviluppo di dottorati di qualità ed il conseguimento del titolo da parte dei dottorandi richiede finanziamenti adeguati e sostenibili.
-
- *(Ensuring appropriate funding: the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding.)*

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The expectations

The training of the PhD is directed to the acquisition of competences which must be used in research areas. The great part of the graduate students hopes to perform to play in the university context. Unfortunately, it seems that these expectations don't find a comforting answer

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The conditions of employment of the PhD's

The importance of a deep knowledge on the actual position of the PhD and his perspectives, reveals an importance even larger in this particular transforming stage of the Italian University (privileged street for the PhD) and European system, and appears even more marked, in the contexts of the international the phenomenon of the over-education

(Büchel, 2000; Chevalier, 2003; Budrio et Egidio, 2005; Guironnet et Peypoch, 2005; Trivedi, 2006; Chiandotto, 2008; Chevalier et Lindley , 2009).

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The questions

- Encouraging and development of public and private research bodies, not university, in order to make them reliable alternatives to the university career;
- Encouraging the opening of a professional market which develops competences of the research and the innovation;
- Promoting wider knowledge and professional competences.

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Aims of the atelier WP3

- To establish a sort of “evaluation” of the transition from doctoral training in Europe and professionalisation,
- To encourage and facilitate the policy of professionalisation and the employability of the PhD's.

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Context

- The Lisbon process and the indications of the European Union, stress that research represents a strategic value for the innovation and the development in the context of the knowledge society;
- The mobility and the conditions of transition;
- The new markets of the knowledge workers;
- The universalization of knowledge.

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The waitings

In addition to the traditional expectations asked to the researchers (academic profession, research labs, level of technical expertise), it became necessary for them to plan more ambitious achievements to develop:

- The pluralism;
- The transversality;
- The complexity;
- The flexibility;
- The attitudes and the competences for the intellectual production;
- The interaction and integration in the process of practices;

But, especially,

- A new dimension of research, oriented towards the creation, the innovation and the development of the changement.

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Observation on the condition of the PhD's

- “Reducing” definition of cycle of studies and not of a high level organization in the various countries;
- Separation between the humanistic knowledge and the scientific one, required to recognize the reciprocal implications; Lack of cooperation between University and labor market;
- Weakness/lack of tools for the transition into the profession.

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Observation on the condition of the PhD's

- Insufficient knowledge regarding the complexity of the labor market, on behalf of the PhD's;
- Reduction of the university chances of careers for the PhD's;
- Academic training centered mainly on knowledge, and less on competences;

The other difficulties, born by the newest forms of work and the possibilities within the market of vocational training and the aimed different by the doctorate, are:

- The training to the research is no more reserved to the academic context;
- The autonomy of the training and culture in the great sectors of the professional world;
- The metacognition and the strictness of the labor market towards the Doctorate courses;
- Weakness of employment of the doctors in the enterprises and the public services.

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The value of the indicators



The choice of these indicators is related to enforce the following assumption that the doctorate should not be regarded as a simple training activity, but rather like a specialization developed in a context of excellence, that requires integration of social professional and cultural dimensions;

The Doctorate course is recognized as a strategic element for the university that promotes it.

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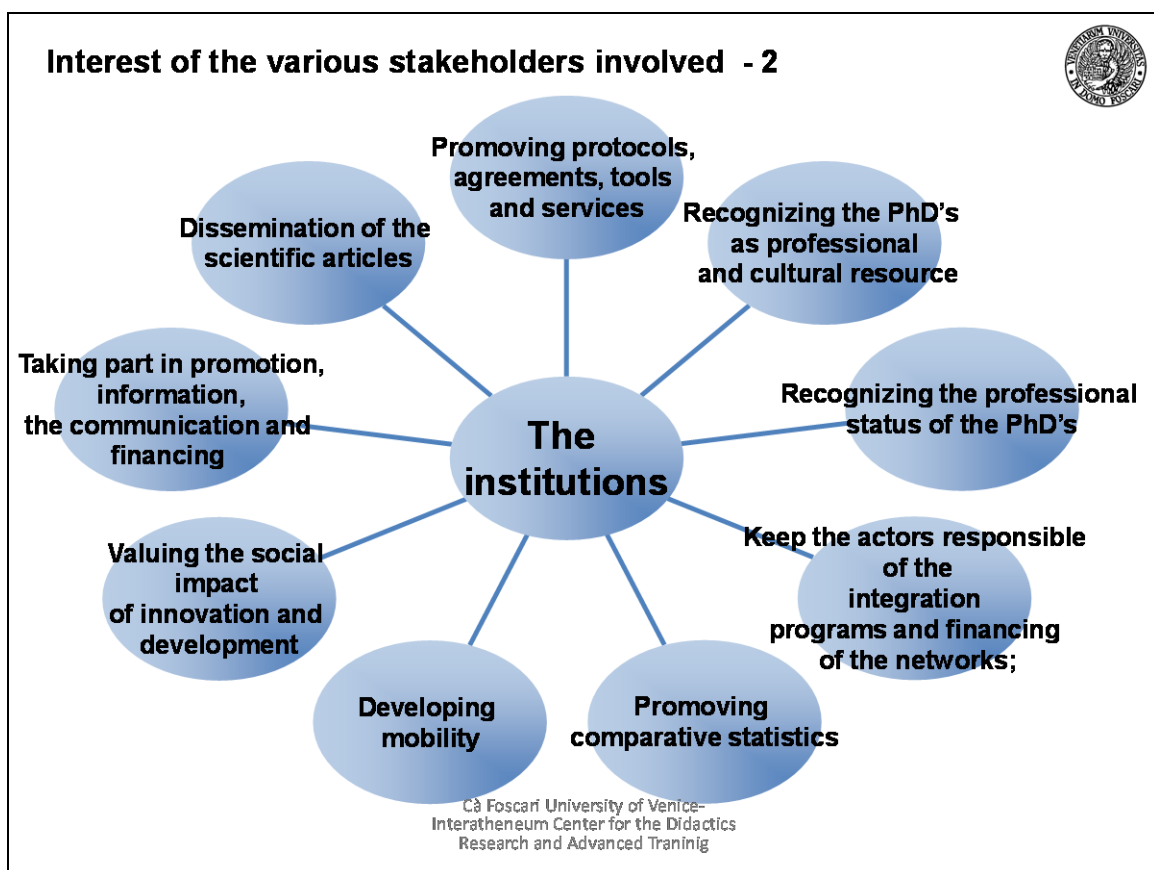
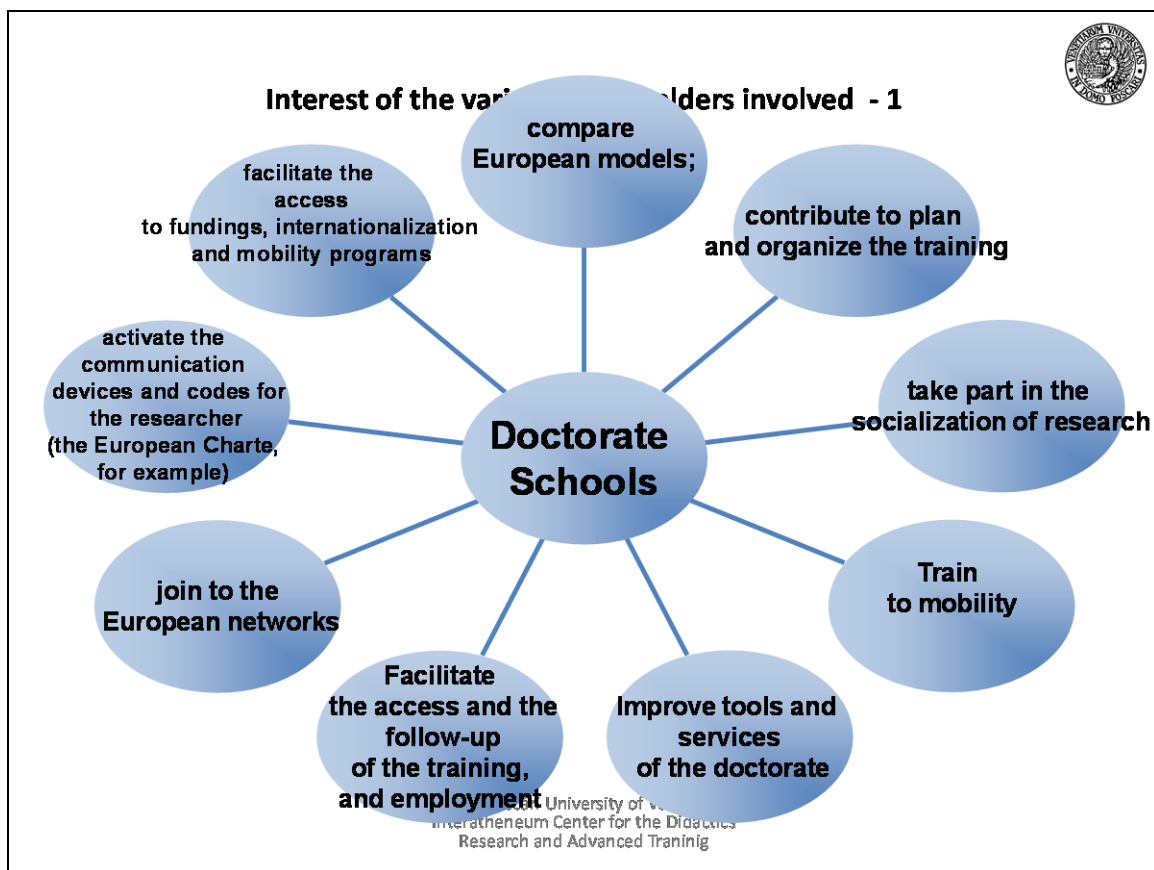
The stakeholders



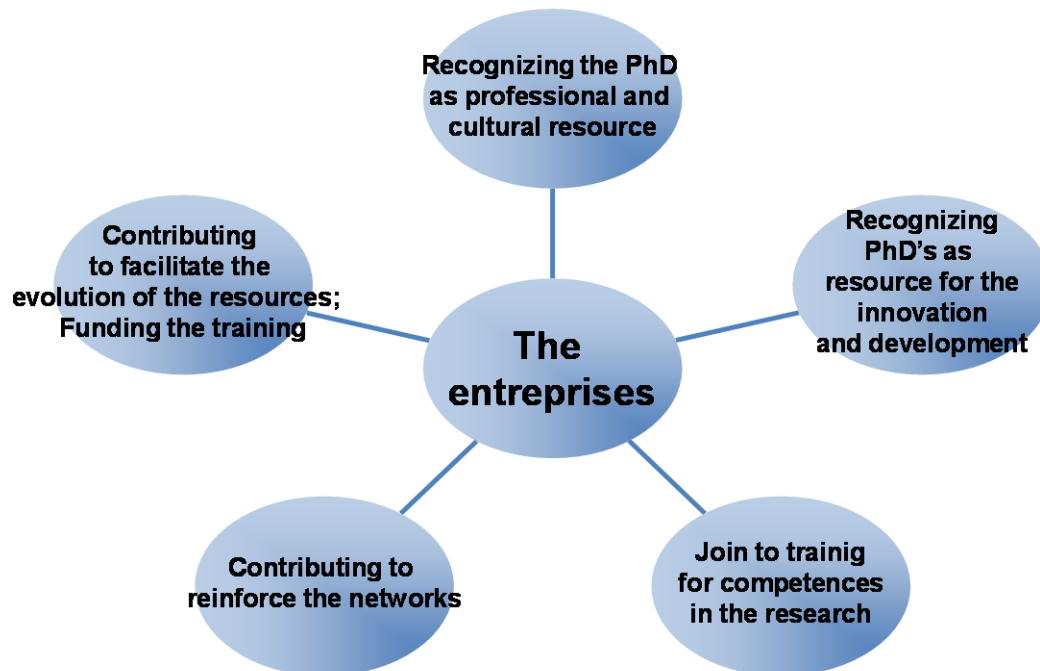
The project is addressed to specific stakeholders:

- The PhD student/ PhD doctorate;
- The international/ communitarian bodies;
- The *policy makers*;
- The institutions and professional organizations;
- The Universities.

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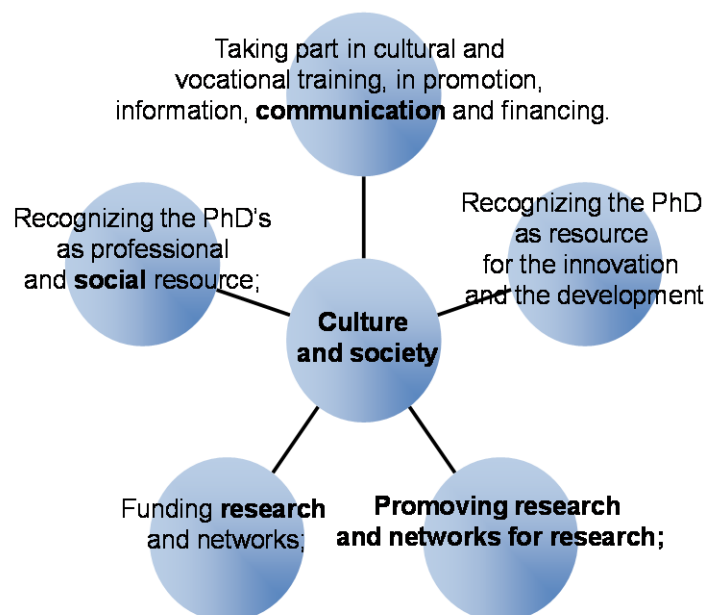


Interest of the various *stakeholders* involved - 3



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Interest of the various *stakeholders* involved - 4



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The research

The aim of the research, triangulated in three tools (questionnaire; interview; University pattern) is to allow to describe the current representation of the doctorate in the countries partners, useful for a better interaction among them, and for the identification of the possible measures to activate to improve the formative professional and legal situation.

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The working program

- The starting point of the research is represented by the analysis of the existing literature (rules, laws, statistics, perception on the request of professionals and so on)
- Each partner in the research project chooses the topic that thinks as meaningful, in order to find the indication that could be translated in methodological suggestions.
- The final achievement could be compared between different countries in order to evidence the common processes.
- The questionnaire and the interview will be established on a common server (in French or in English) or could be implemented singularly on each country.

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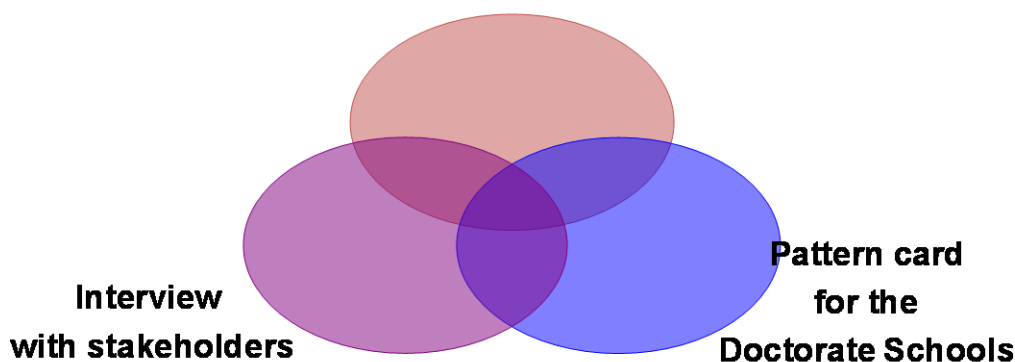
Analysis indicators



The analysis of the existing literatures, will allow the establishment of the problems indicators for an action research based on three tools:

Questionnaires

for the PhD's.



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Envisaged problems



- Management of the knowledge capital related to the research and the partnership;
- Recognition of the PhD's as a privileged stakeholder and partner for the innovation and change;
- Valuing of the specificity of the autonomy of the research;
- Recognizing of the role and the effectiveness of the PhD's for the evolution and development;
- Recognition and professional support to the personal training project;
- Training in a international perspectives;
- Integration of the professional activities in the research;
- Offer of effective training
- Excellence regarding the request of the tutoring for the PhD's;
- Institutional, organizational and management support;
- Social accountability of the research in the Universities;
- Evaluation of the research project effectiveness
- Professional context for the development of the transversal competences;
- Need of transition from University to the labor market, considered the specificities of their missions;
- Adequacy of employability
- Funding the professionals of the research;
- New programs for the professional recruitment;
- Scholarships for the implementation of mobility, transition and partnership conditions;
- Scholarship for increasing lifelong learning

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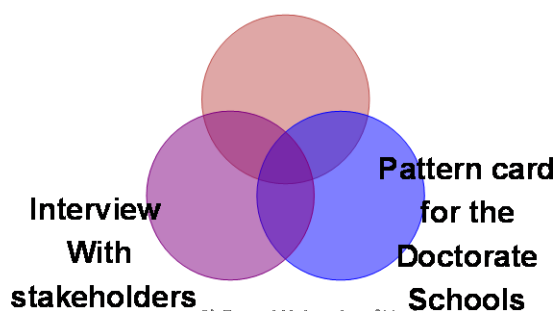


The tools

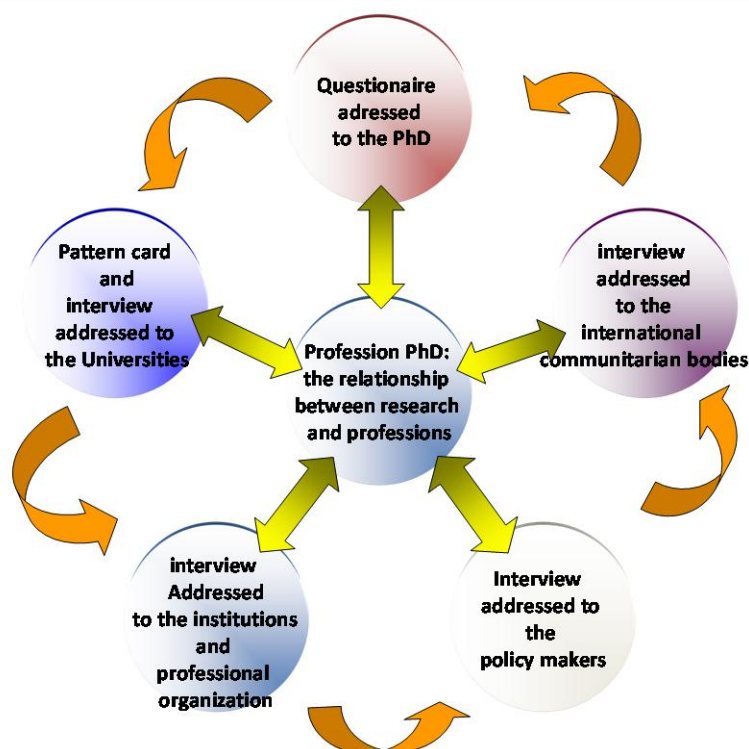
- A pattern card addressed to Universities, Doctorate schools, which can explain the structure of the training and organizational action of the Doctorate, in order to identify strategic actions and suggestions;
- A questionnaire addressed to the PhD's and Doctorals, in order to determine their waitings, perceptions, trainings and difficulties met during their course;
- A half-structured interview addressed to the stakeholders in order to identify the suggestions for improve the relationship between training and professionalization that determines innovation and development

Questionnaires

for the PhD's.



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The pattern card

- The pattern card aims to produce data on the conditions of the doctoral training, on the follow-up of the PhD's, on the encouragement given to the employability of the PhD's, on the valorization of developed competences. It aims to produce recommendations for universities, the research centers and the labor market, to allow a better legibility of the problems linked with the employability of the PhD's, it proposes a lighting to find solutions, to encourage a great mobilization with the recognition of the doctoral courses and the valorization of the doctors and to formalize a common speech.
- Europe encourages a broader professional opening. The job market requires to show a certain number of transversal competences and its actual position asks that the doctoral training and the PhD's themselves know to make readable these competences. Which kind of knowledge have the Doctoral schools on the professionals of the PhD's?
- Which sort of encouragement give the universities to support their PhD's? Which encouragement for the companies? How a PhD's can acquire these transversal competences? And how to make them readable, to develop them?

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La problématique et les thématiques

- Which management for the transitions university - job market for the PhD's?
- Which policies of encouragement and valorization to set up to develop spaces of professionalisation of the PhD's?

.....Sets of themes considered executives of the doctoral training in Europe the social responsibility of the universities the role of professional networks of the universities, possible transversalities with the other doctoral schools (courses), etc the quality of the formation and insertion conditions of communication, dissemination of outcomes....

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Panel chosen for the pattern card



- People in charge and directors of research;
- Offices that follows administrative affairs of the Doctoral research;
- National and european nstitutions and organisations;
- Ministeries and Research Direction.

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Interview avec des témoins privilégiés et des membres éminents

- The interview with stakeholders and other eminent members proposes to produce data of information on the conditions of the doctoral training, the follow-up of the doctors, the encouragement given to the employability of the PhD's, the valorization of developed competences. It aims to produce recommendations for Europe, to allow a better legibility of the problems linked to the employability of the doctors, to propose solutions, to encourage a great mobilization with the recognition of the doctoral courses and the valorization of the doctors, to formalize a common speech;
- Europe encourages a broader professional opening. The job market requires to show a certain number of transversal competences and its actual position asks that the doctoral training and the PhD's themselves know to make readable these competences. Which kind of knowledge have the Doctoral schools on the professionals of the PhD's?

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The questions and the theme

- Which management for the transitions university - job market for the PhD's?
- Which policies of encouragement and valorization to set up to develop spaces of professionalisation of the PhD's?
- Sets of themes considered the framework of the doctoral training in Europe stakes of Research and employment the European space of Higher education and of Research (EER)
- The social responsibility of the universities regional development (strategy, research, poles of competences, poles of competitiveness, use, innovation and management of the innovation);
- The role of the development of the universities, possible transversalities with the other workshops;
- Other sets of themes such as unhooking, accosting, transition active school-life, etc;
- The crisis: to learn throughout the revealed life, crisis and areas/which tensions, which new opportunities the responsibility for the establishments, the institutions, the areas, the States, Europe

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Panel chosen for the interview

- People in charge and Directors of research;
- Directors of Doctorate Schools;
- Vice-President of Scientific councils of Universities;
- Offices for the Doctorate supporting services;
- Regions, départements, public and private institutions;
- National and European institutions et organisations for the research;
- Entrepreneurs and Unions;
- Ministries and Direction of research;
- PhD's association



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Questionnaire

- Verifying the perception of the PhD students, the PhD and all of the people engaged at different levels in the planning, realization and management PhD context. In particular we wish to detect the actual professional value of their doctorate;
- Verifying, secondly, the chance of empowerment the professional element of the PhD, by respecting the specific perspective given by the different stakeholders;
- Detecting and underlying the existing relationship between the tools, the learning mission, the learning outcomes linked with the upgraded requests of the labor market.

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Hypothesis of research

“The PhD is a professional of the knowledge culture”. The evaluation of this hypothesis will be done starting by the analysis of the following issues, crossing to the different categories to interview:

Background: informations on the person/institution and on his/its background (doctorate/University institution/international institution/organization);

Select and establish the **competences** existing in the professional outline of the PhD student;

Detecting the sectors in which is possible to have experience of these competences, taking into account the course of Doctorate;

Select and choose possible obstacles to the developing of these competences;

In the context of the course of doctorate chosen, check which are the teaching and topics that could be considered more professional and detect some actions (formative/institutional) that could feed the connection between the professional of PhD students and the actual labor market, studying also the possible professional pathways beyond the academic career;

Select and establish the possible obstacles to the developing of these competences;

Given a specific Doctorate course, check which are the teaching and topics that could be considered more professional but that are not inserted in the official curriculum;

Check if the interviewed has an opinion on the possible innovations that could be introduced in order to increase the professionalism of the PhD;

Check the chance of institutional initiatives that the Organizations to which belong the target could activate at a national level to empower the PhD professionalism;

Check which initiatives could be activated by the Organizations at a international level, in order to work together for the empowerment of the professionalism of the PhD;

Check the knowledge of the person interviewed regarding the existence of an agreement, code or other rules, internal to the organization that could help the connection between these institutions with the recruitment of the PhD students or Doctorate students

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Recommendations

- To reinforce the dynamics of research and innovation in the training and the enterprises;
- To develop reciprocal systems of cultural and vocational training;
- To train the PhD's to the development of their community project and the conditions of the labor market

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It's necessary...

- Supporting the co-operations of the doctorands with the company;
- Generating mutual interests, declined in suitable forms (network, collaboration, Co-supervision, joint diploma...);
- Increasing the presence of the doctors in the companies and the services public, the research activity, and development and in the responsibilities related to management for the innovation.

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NOTE

- The pattern card, the questionnaire and the interview will be inserted on the server:
- <http://www.universitaitalia.eu/> link, Lifelong Learning; link, Professione: dottore di ricerca (+ password)

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AG Hochschulforschung + FREREF Réseau Uni 21
**The Bachelor - Changes in Performance and Quality of
Studying?**

Empirical Evidence in International Comparison.

III. International Workshop at the University of Konstanz
November 12th-14th 2009

Program

12th of November 2009, Thursday

Arrival and starting

19:30 Introductions and presentation of the Research Groups (Gasthaus Petershof)

20:00 Welcome Dinner (Gasthaus Petershof)

13th of November 2009, Friday

9:00 Address of welcome

Prof. Dr. Ulrich Rüdiger, President of the University of Konstanz

Outline and opening of the workshop

Tino Bargel and Werner Georg, AG Hochschulforschung,
University of Konstanz

9:15 The introduction of the Bachelor - intentions, support, questions:
perspectives in Germany compared to other Nations in Europe
Dr. Peter Zervakis, Bologna-Zentrum der HRK, Bonn, Germany

10:15 Report about quality and inequality of study and students in France:
Results of the new survey in Rhone-Alpes
Dr. Laurent Lima, Dr. Gérard D'Aubigny, Dr. Cathérine D'Aubigny,
Dr. Alain Fernex, UPMF Grenoble, France

11:00 Coffee-tea break

11:15 First year success and other precocious features as predictors of academic
successful trajectories
Dr. Jean-Francois Stassen, Piera Dell'Ambrogio, Université de Genève,
Switzerland

12:00 Insights from a pilot project encouraging adjustment to the European Higher
Education Reform in Catalunya (Spain): Student's experiences
Prof. Josep Masjuan, UAB, Spain

13:00 Lunch

- 14:00 What is happening with the Bachelor? Expectations and acceptance - some Austrian Experiences
Dr. Helmut Guggenberger, University of Klagenfurt, Austria
- 15:00 Bachelor student's evaluation of teaching quality and chances at the labour market in Ukraine
Prof. Andrii Gorbachyk, Taras-Shevchenko-University, Kiev
- Commercialization of Higher Education in the Ukraine: analysis of chances to obtain a Bachelor's degree
Prof. Volodymyr Sudakov, Taras-Shevchenko-University, Kiev
- 16:00 Coffee-tea break
- 16:30 How Universities can assess employability skills: a report from Luxembourg
Véronique Pelt, Dr. Michèle Baumann, University of Luxembourg
- 17:30 Higher Education Politics in Europe: A Critical Discussion
Prof. Paul Kellermann, University of Klagenfurt, Austria
- 18:30 End of the session

14th of November 2009, Saturday

- 09:00 The experiences and evaluation of Bachelor students in Germany concerning the quality of studying - Results of an Online-Survey
Tino Bargel, AG Hochschulforschung, University of Konstanz
- 10:00 Simply the Best? Determinants for the further study of the first Bachelor graduates
Dr. René Krempkow, Institut für Forschungsinformation und Qualitätssicherung, Bonn, Germany
- 11:00 Coffee-tea break
- 11:15 Transition from University to the professional world: The case of the PhD (FREREF, Atelier-Projet WP3)
Prof. Ivana Padoan, University of Venice, Italy
- 12:15 Outlook on further research and exchange
- 12:45 End of the workshop
- 13:00 Farewell Lunch

Meeting place:

University of Konstanz
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